

Transports of delight

I always feel guilty about liking motor cars. This has something to do with my regard for the environment, but it is also, I am sure, connected with the fact that so many of the people I know and admire clearly have no time for such trivial dalliance. Some are far too busy with Proust and Fontaine to become involved with vulgar mechanisms.

Others see cars as tiresome but necessary adjuncts to country life, along with cattle grids and cess-pools. When necessary, muddy Peugeot estate cars are backed out and shovelled free of the tangled leather accoutrements of horsemanship in order to make room for squadrons of freckled girls in bulging corduroy.

To admire a car in such company, or even to say, perhaps, "I see this is the rather rare ZK model with the electric sunroof and vendapac hot drinks machine," is to betray one's suburban background. (Which reminds me of the time when I announced at a country house party that I lived in a semi on a Wimpey estate. I was immediately surrounded by curious folk, much as I might have been had I revealed myself to be an amateur undertaker or one of the Iranian Embassy hostages. "How interesting. Do tell...")

All the same, I cannot shake off my automotive interest. I find it depressingly easy to be drawn into saloon bar motor-spiel, and I run a two and half litre gas guzzler which is topped in by direct line to my bank account and which is, even now, undergoing ruinously expensive engine surgery.

It was with avid interest, there-

fore, that I went with Anthony Davis, Coventry's director of libraries, arts and museums, to see the city's Museum of British Road Transport, opened last October and about to enter its first Summer season.

It is a fascinating collection of 130 cars, buses and vans, as well as a large number of motor cycles and bicycles. The earliest mass produced Daimler is there as is one of the last E type Jaguars, together with representatives of the whole sweep of motor engineering history between the two. The collection is housed, appropriately, in what used to be an engineering works.

Although the museum is a wonderful place for the indulgence of happy nostalgia—here a Standard Vanguard, there the Rover Gas Turbine, in the corner a 1948 Maudslay Coach of the type which took us on school trips to Bridlington—there is also more than a hint of accusation and melancholy about it. This is because what you are seeing is already part of our land's archaeology. Where, after all, are the proud names now—Lea Francis, Lanchester, Triumph, Hillman, Humber, Singer, Armstrong Siddeley? And where are the skills that designed and built them?

It is this theme, I feel, which ought to be pursued by school parties when they visit the museum. Through it they could perhaps get some idea of the total confidence and natural feeling of superiority which once buoyed up the car and motor cycle makers in the Midlands. What makes the museum particularly suited to this kind of study is that it has a very complete chronological record of the industry, with excellent examples from every decade. It is a valuable social history resource.

New respect

Bloodshot eyes at Easter time are a sure sign of addiction to the World Snooker Championships. The great thing about snooker, surely, is the way that it is played in a way largely via television to respectability. When I was a schoolboy, all I knew of the game was that it was played in a festering dive behind the railway station, known to all of us as "Billiards 'all". Certain boys of the Remove were known to frequent this place—I knew at least one who reached it by leaving the swimming bus through the emergency exit when it

Break



Steve Davis: young champion

stopped at the traffic lights. Normal law abiding pupils like me, however, were afraid to enter. Snooker, we believed, would bring you out in spots and cause hair to grow on the palms of your hands.

Now, however, it is fast growing in popularity among young players. The Billiards and Snooker Foundation, for example, run a regional coaching scheme for under-18s, with a hundred local coaches all over the country. David Ford, the development officer, told me that the numbers of youngsters being coached has risen from 450 in 1977, to over 1,600 last year. This year the figure will top 2,000. "There are not nearly enough places," says Mr Ford. "For one thing, snooker has traditionally been played in licensed premises. There are some specialist snooker centres, of course, and

some clubs allow young players to practise, but there seems a clear case here of a game's popularity fast outstripping available facilities.

Norman Eyles, the local coach in Birmingham, echoed this concern. "There used to be YMCAs and such, but there are not so many of those now," Mr Eyles feels that there should be more tables in leisure and sports centres. "This is a boom which will last," he says. "It's not like the skateboards!"

With tables at £3,000 a time, though, there are obvious problems, especially when you consider that simply to install the equipment and leave it where energetic youngsters can get at it might be risky to say the least. Controlled use and proper supervision are necessary, with the extra costs involved.

Having a 23-year-old World Champion will, of course, increase the demand even more. "When I get back to my office," said Mr Ford, "I know my desk will be piled with letters from youngsters all wanting to play like Steve Davis."

Another factor that will increase the game's popularity among young people is the advent of *Junior Pot Black* which had its first BBC screening on May 1.

Treble chance

Two weeks ago in this column I mentioned Ernest Lough the choir boy whose pre-war records, with the choir of the Temple Church, made him famous. Discussions I had about this item caused me to find out a bit more about Lough and eventually I had a brief telephone conversation with him. He was, as I said last week, still singing treble at sixteen, and he attributes this to his then small size. When I joined the Combined Cadet Force, I was too small to carry a rifle.

Although he is not so sure that you can generalize too much, it does seem clear that boys' voices break earlier now. Why should this be I wonder? Is it just that, as is so often said, children mature earlier? Why do they? I cannot believe that it is just a matter of diet and cod liver oil. The boys who sang in cathedral and church choirs were never likely to come from homes where they were undernourished. Is it possible that there is some way a cultural influence on maturation? For many years, incidentally,



Ernest Lough: singing bass

Ernest Lough has suffered from being confused with the pianist Ernest Luch. Only recently was one from the BBC asked Lough he was still playing the piano.

Lough is fit and well and sings from time to time when he is needed. It seemed eminently likely that as I wrote this on Low Sunday he was singing bass in the Temple Church under George Thalben-Bell who directed the choir when the famous record was made. Dr Thalben-Bell, now well into his eighties, is a tower of strength in English music. He spans practically the whole of the century and makes a direct link with names like Parry and Stanford. He has had a deep and lasting influence on standards of organ playing and choral direction.

Cricket chop

This year I have been disappointed of our local schools sports association—an appointment, as one of my colleagues put it, akin to the threat of a nuclear war. The threat of a nuclear war, I was told, was that the school was in charge of the cricket. At school, I was told, whose boot flew through the air when I tried to kick a ball, I maintained that this gives me an understanding of children's organized games.

Now, with snow, my cricket association turns to thought. Can anyone tell me how given present expenditure on ground maintenance, school clubs are going to survive? Do the schools have not with considerable success not only in focusing undisciplined, both real and potential, but in undermining the school as a social institution. *Building*, the YNP's paper, publishes the names of allegedly "red teachers" supplied by pupils.

A Newham maths teacher on the list

Gerald Haigh

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Racists 'facing little resistance'

The growing influence of extreme right-wing groups among schoolchildren is meeting little or no resistance from teachers or authorities, research group's report claims this week. It warns that the National Front's "red teacher" campaign is undermining school life. Diane Spencer reports.

Schools are right-wing target

Right-wing racist groups are stepping up recruitment of schoolchildren with the resistance from teachers, unions, the Government or education authorities, says a report published this week. And Mr Michael McLaughlin, the leader of the British Movement, has admitted: "We are out to recruit schoolchildren. They are tomorrow's leaders."

The independent research group, the Centre for Contemporary Studies, headed by former Labour MP Mr Eric Moonman, says teachers and authorities are surprisingly unaware of the threat of extremist infiltration. One racist head teacher told the centre that he was distressed at the lack of resources to counter growing racist influences in his school. The "red teacher" of classroom racism has been the subject of a report on both coloured pupils and staff, she said.

The report warns against the Young National Front and the British Movement's campaign against "red teachers". Using the word "red" to describe teachers is a device of the red-under-the-bed alarm, they have not with considerable success not only in focusing undisciplined, both real and potential, but in undermining the school as a social institution.

Building, the YNP's paper, publishes the names of allegedly "red teachers" supplied by pupils. A Newham maths teacher on the list



May queens past and present line up at Whitelands College, the former women's teacher training college in Putney. They were celebrating this week the centenary of a May festival started at the college in 1881 after a suggestion by John Ruskin that the girls should elect the "likeablest and lovablest" among themselves. This year's choice, Heather Forbes (right), was joined by 43 former May queens, including 80-year-old Janet Hughes (left) who was crowned in 1919. Teachers going out from Whitelands, which is now part of the Roehampton Institute, are said to have introduced and reinforced the May festivals in hundreds of schools and parishes throughout the country. The centenary is also marked by the publication of a history of the festival and an exhibition of the elaborately-embroidered dresses, including one designed by Kate Greenaway in 1887.

GEC launches job-sharing scheme

by Mark Jackson

Shared jobs are to be offered to school leavers by Britain's biggest private employer. Youngsters will be recruited in pairs to split each week's work and pay packet fifty-fifty. The scheme, the first serious attempt at job sharing for recruits to industry, is being introduced during the next fortnight by GEC Telecommunications, a Coventry division of the GEC electrical manufacturing giant. The aim is to find a way of taking on more young people without inflating the payroll. The recruits will be unemployed leavers who have served a full spell of work experience with the company under the Youth Opportunities Programme. GEC hopes to be able to offer them full-time jobs after 18 months of job sharing.

The school leavers will be matched in suitable pairs—which may be a boy and a girl—after six months of work experience. They will be offered the same contracts as ordinary full-time workers, except for the sharing arrangement. One of each pair will work the first half of the week and the other will then take over.

A condition of the scheme is that the recruits will attend a further education college on one of the days off. The company will pay the fees, and also a wage for the day if it considers the studies essential to the job. GEC's managing director, Sir Arnold Weinstock, who has a personal interest in training and youth employment, has approved the Coventry initiative, and the management of other companies in the group will switch its progress slowly.

The firm's unions have agreed to the scheme for an experimental batch of 20 pairs but say they will monitor its progress carefully. Coventry Johnstone, the newspaper for the young unemployed, produced by the local careers department, quotes the secretary of the joint union committee, Mr Nick Varney, this week as promising co-operation because "we believe that this new scheme has been prompted by genuine concern."

This week

'She shook her head and put it through the post box' 5

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Personal column

Mary Warnock Do good schools work?

Bristol, like Bristol last year, has had its effect. It is no good saying that "the media" exaggerate, or unduly inflame our fears. If they do, we have to find ways of proving that the message they convey is false or distorted; and these ways we have not discovered. In any case the message can't be entirely false; and what truth it contains is enough to justify our fear, and above all our sense of guilt. Self-questioning is our main reaction. In particular, there can't be many teachers who are content to blame the police, or unemployment, or "society" in some indeterminate sense. If school is intended to educate, that is to make a difference to how people live, outside school, and after they have left, then it is quite obvious that school has failed the rioters and, perhaps equally, has failed the police. So where did we go wrong? It is in this sort of situation that a well-conducted longitudinal study might help us answer our questions. What has happened, for example, to the data that Michael Rutter collected, in order to define his criteria for "good" schools, in 1900? If only one could pursue the careers of the pupils at the good and the bad schools, and see how many of them were hostile, violent, resentful and disaffected after they had left.

The Rutter criteria for a good school look timelessly valid: teamwork and shared goals and therefore consistency among the

teaching staff; high expectations of the pupils, and therefore of possible kinds of success, in the intake; decent, non-violent, non-abusive relations between teachers and pupils. Success in terms of better than average attendance, and better than average job-prospects seemed to go with such conditions at school. But what happened afterwards? This is what we quite justly need to know. Instinctively, and without evidence, I find it hard to believe that school makes no difference. It is incredible, to me, that education could not spread better attitudes among the police, and could not offer alternatives to violence among their present enemies, (who are also the enemies of society). Pergrine Worsthorne, in the *Sunday Telegraph* of April 26, characteristically came up with one idea, and expressed it three or four times in almost the same words. The single thought, this time, was that, compared with the Americans, we have failed at least our inner-

rent population, by lack of clearly stated faith in our own country and institutions. I remember being astonished, and then patronisingly amused once to discover some American children on holiday, because it was I am an American Day. I wonder now, under the influence of Worsthorne, whether I was right to mock.

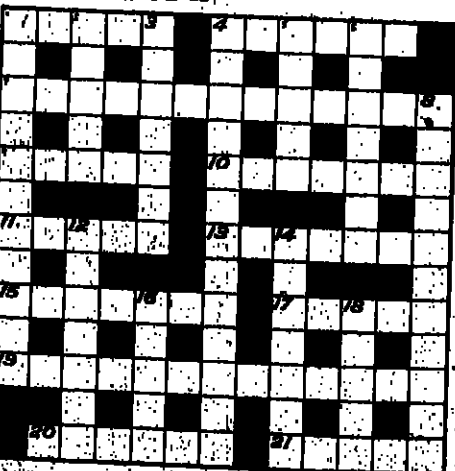
We could have bravely said "You've come to us, because of our long historical connexion with you. We are delighted to have you, and now that you're here, you'd better believe it too: indeed we expect you really do, or you wouldn't have come."

Such an implied statement would be different both from a Powellite hostility to immigrants and from a relativist pretence that there is no difference between immigrants and natives, a desperate showing of imperialism. But an approach of this kind requires immense confidence. It also, obviously, requires a genuine set of beliefs to boast about, and on which alone the confidence could be founded. It would undoubtedly be thought to be imperialistic or at least paternalistic. But it is imaginable, even quite likely, that the confidence such a statement would make of a statement were more nearly exemplified in Michael Rutter's good schools than anywhere else. That is why we ought, so urgently, to find out whether education in good schools actually works.

Next week

- Mortar-boards or mortar guns? Joe Benjamin suggests an alternative national service for the unemployed.
- Sheila Fletcher: women and work
- Beguiling? Infatigable? Or just plain useful? A variety of recent dictionaries, encyclopedias and atlases come under the critical gaze of Peter Ackroyd, Malcolm Bradbury, Peter Coates, Philip Howard, David Lodge, Colin McEvedy, Cormac McCarthy, Robertson and Pierre Watier.

Crossword



Across

- 1 Because it is to follow (7)
- 2 Wore wisdom in the gown of innocence (Tennyson) (5)
- 3 In charge of word room (6)
- 4 One who has passed through Sheridan's school (12)
- 5 The name of the squid or prawn (5)
- 6 Sounds as if the goods have got one by the throat (7)
- 7 Always in fact equivalent or more (12)
- 8 Stable food? (7)
- 9 Salary independent of volatility as health (8)
- 10 Kind of place where addresses are ordered (7)
- 11 Implies a sound pitch (2,4)
- 12 With far you can get heavenly sight (5)

Down

- 1 They are doubt they provide a cheerful ending (4,7)
- 2 Does she thankfully title the archbishop? (7)
- 3 His is the copyright of the very young (7)
- 4 Hopefully a bargain in (5,9)
- 5 Chief seat reverses of criminal taking (7)
- 6 Bury? (7)
- 7 Could be awarded in One series (11)
- 8 Ultimately detachable perhaps from the person (7)
- 9 Conduct to children may be the USA flag (7)
- 10 He probably thought he had a close companion (5)
- 11 He's got landed in New (5)

Solution to puzzle in 1980

- 1 GORDON
- 2 MURDER
- 3 MURDER
- 4 MURDER
- 5 MURDER
- 6 MURDER
- 7 MURDER
- 8 MURDER
- 9 MURDER
- 10 MURDER
- 11 MURDER
- 12 MURDER

The local elections have produced predictable but nevertheless important gains for Labour. The psephologists contrast the relatively modest success in the Greater London Council with the sweeping victory in Lancashire and work out the possible implications for parliamentary elections. All things are relative: the gains were much greater by comparison with voting in 1977, when these local seats were last contested, than with 1979 when the last General Election was held. The local variations can be endlessly studied in the light of regional employment statistics and the shades of political colour dominant in the major political parties.

But in the end elections are to settle who is to run democratic institutions, and what matters is that the electors have put people in charge who are committed to spending more, rather than less, and to protecting public services (including education) while Government tries to curb them.

The constitutional powers and responsibilities of local government are of the greatest importance in these circumstances. County councillors have been elected by universal suffrage, as MPs have been. Their powers are laid down by statutes which Ministers must respect. The relationship between central and local government is such that taxing power is shared. The central government wishes to control all public spending - that of local authorities as well as of Government departments. But unless there is explicit legislation fixing new limits on the rates, it can only do so by controlling its own (large) contribution to local spending.

What the elections should teach the Government is a lesson in democracy and representative government. The electorate must be deemed to have meant what it said. The Government can quite legitimately say: "You've made your decision: now you must pick up the bill." It can force local authorities to raise the money to pay for policies pursued in defiance of the Govern-



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Why not treat the electors as if they meant what they said?

ment's wishes. In due course the electors will pass judgment again. This, after all, is the logic of the Government's position. It is a logic which would be destroyed by legislation to negate the decision of the electors.

In most areas where political control has changed - and in London, where a palace revolution has replaced the moderate leadership of Sir Ashley Bramall with the radical Bryn Davies - there will be some important policy changes. In some places there will include the lowering of school meals prices - in London it is proposed to bring them down from 35p to 25p - and the reversal of proposals for compulsory redundancy among teachers. As more authorities announce plans for saving jobs, it will place

authorities like Solihull (see below) in a more exposed position. It will also strengthen the resolve of the NUT to oppose such measures. A number of authorities are now pledged to protecting or extending pre-school provision and the admission of rising lives. Avon will keep its resources centre. Mrs Crosbie will return to work.

There is no doubt that these policies - if the newly-elected authorities keep their election promises - will prove expensive and provide the stuff of lively public argument. Education is going to be at the centre of the local political debate - local authorities are going to put their electoral mandate on the line in all its pristine freshness. Mr Carlisle, who has refused to step in when reactionary i.e.s have allowed standards

to fall, is unlikely to be the man to stop zealots from having their way.

The change in the Inner London Education Authority, however, cannot by any means be represented as a reactionary parsimony to principles. Sir Ashley Bramall, the ILEA had a great experience and undoubtedly had presided over an education system whatever its faults, has not been starved. He and his equally experienced deputy, Garside, have now been swept aside with newcomers. Mr Davies is also a considerable abilities, a 36-year-old TUC who has been a member of the authority a year (he has been a Croydon council education committee member). In fact, there is a disposition to see his inexperience as a virtue - he hasn't been "municipalized".

Some goes for Mrs Frances Morrell, deputy leader, who is also a newcomer ILEA, her most recent experience having been political adviser to Mr Tony Benn, MP. The ILEA will prove a formidable force these two to steer in new directions, because it has a very strong bureaucracy in practice, members will not usually act without receiving reports from their personal advisers before acting. If there are to be no changes in the Labour party officers - they will not take place.

From the Government's point of view, the question which Mr Carlisle and Mr Davies are asking is whether there is time between the next General Election for Labour to produce the foreseeable results. Given enough rope, let-wing politics should have no difficulty in engineering a downfall (as right-wing local politicians, a right-wing Government, have theirs) but the timing is all-important. Thatcher and Mr Michael Foot.

Teachers will escape blacklisting for minor offences

by Sarah Bayliss

The official procedure for blacklisting teachers who have committed serious misdemeanours such as sex crimes is under review.

Mr Mark Carlisle, the Education Secretary, wants to cut out some of the administrative red tape which currently means teachers convicted of minor offences such as shoplifting are screened in the same way as serious offenders.

According to the Department of Education only the most grave offences - about 50 teachers a year - are entered on "List 99" which bars them from teaching temporarily or permanently. But for all cases, including minor offences, the employing authority is notified.

The proposal is that the teacher's social education authority should only be contacted where offences are serious enough to "have a bearing on the teacher's performance and conduct at work", and at the Minister's discretion.

In addition full screening by the DES, normally including a personal interview, should only take place where there is at least a possibility of the teacher being put on the blacklist. The changes have been described as a cost-saving exercise.

In a letter consulting the teachers' organizations and the local authority associations, Mr Carlisle reassures them that "there will be no diminution of standards."

A DES spokesman added: "There is no question of an unsuitable teacher slipping through the new net."

The letter states that about 300 convictions a year are reported by the police to the DES. A hundred are found to be of a very minor nature and those teachers receive a letter saying no official action will be taken. A "mild" warning is sometimes added.

Until now it has been the practice to collect a full explanation from the 200 other individuals. Teachers have had to submit their cases and are sometimes interviewed. Mr Carlisle says that as a result of this screening about 50 teachers a year are entered on List 99, which excludes them from the classroom and which is circulated to all authorities.

The remaining 150 teachers get written warnings of "varying degrees of severity." However the Minister claims that in about 100 of these "it is clear from the outset that there are no grounds for exclusion from teaching."

The DES said this week that any violent crime, drug offence, sexual offence against children, rape or murder would be classed as a serious offence warranting a full investigation and potentially a place on List 99.

Mr Carlisle's letter is likely to be followed by an administrative memorandum on June 1.

Church tells Labour leader: name these 'biased' schools

by Bert Lodge

A challenge to "name the schools" was this week thrown down by the director of London's Church of England schools, following an article in *The Times* reporting accusations made by the newly-elected leader of the Greater London Council of bias in many C of E schools.

Mr Ken Livingstone told *The Times* they would try to "select the best" Catholic schools. "He believed most comprehensive intake but many Church of England schools accepted white middle-class children whose parents had never been into a church in order to avoid admitting working-class and ethnic minorities children."

The Reverend Prebendary Ronald Green, director of schools for the London and Southwark dioceses, commenting on the article, said: "They're getting slightly paranoid. I think they just want to have a go at the Church of England."

Generalizations like this can be answered by my generalization that there are individual cases of schools where there's genuine unease about selection then those who hold the reins should name the school. Then the head, the governors and the board of education can evaluate the criticism.

As for C of E schools being racialist, Mr Green pointed out that in Camden and Westminster, for instance, among the 36 C of E primary schools 35 per cent of their pupils on roll were from other cultures. In one school in Paddington, the constituency Mr Livingstone represents on the GLC, 90 per cent of the children were from other races. West London had a C of E primary school where 62 per cent did not speak English on arrival.

"For entry to our secondary schools, if they are under-subscribed then no selection takes place. If they are over-subscribed then there has to be some selection and priority is given in most cases to the Anglican-Christian affiliation of the parent or child. This has nothing to do with race."

"We have to recognize though, that the majority of C of E schools are in the middle class and that, not unnaturally, may be reflected in some church schools in certain areas."

Greater London has 246 primary and middle C of E schools and 28 secondary. An article in *Teaching London Kids*, No 80 claimed last year that Roman Catholic comprehensives in London were given more Band 1 (brighter) pupils than either C of E or county schools (which were Band 3 (below average)).

Coursework more reliable to assess writing

by John Doe

Coursework assessment is a better way to judge pupils' writing than already used for a quarter of the English language candidates in the Manchester-based Joint Matriculation GCE Board, was one way of ensuring that assessment followed rather than determined the curriculum.

But for teacher assessments to command public credibility exam boards must:

- train teachers to apply and understand standards;
- demonstrate that standards have been applied fairly and accurately.

Carefully moderated teacher assessments were likely to improve the teaching of English. "When teachers are informed about standards and responsible for assessing, they know in complete and sometimes alarming



The Harrison family of Tenbury Wells, Worcester, left their smallholding this week to appeal against a conviction in January last year for failing to comply with a school attendance order. They believe in allowing their children Grant, 16, Newall, 11, and Andrea 17, to learn by experience. Mrs Iris Harrison and her husband Geoffrey were represented by Lord Gifford QC.

Birmingham set to axe sixth forms

by Richard Garner

Birmingham has become the second major city to announce plans to scrap its entire school sixth-form system and replace it with seven new "open access" colleges for pupils aged 16 and above.

The plans, similar to Manchester City Council's, which are expected to be submitted to Mr Mark Carlisle, the Education Secretary, in July for implementation between September 1982 and 1985, involve the closure of eleven secondary schools and amalgamation of 24 others. In all, union leaders say, 1,000 teachers will face redeployment.

In addition, Birmingham city councillors intend Sutton Coldfield Girls' School - which was given permission to become selective again by Mr Carlisle just seven days before last year's local elections which swept Labour back to power - to become a 12 to 16 comprehensive school.

In line with a decision by the governors of Bishop Vesey's School, also in Sutton Coldfield, Birmingham wants to cease to maintain it and allow it to go independent.

Mr Carlisle wants two modifications. First the changes should be deferred from September 1981 to September 1982, and second, the Walsworth School, currently a secondary modern, should not merge with the Deane site schools, a grammar and secondary modern.

Coverity education committee has launched a consultation exercise to enable the education authorities to give views on the proposals in numbers over the next decade.

Classroom ratio lowest ever

by Diane Spencer

The ratio of pupils to teachers fell to its lowest level of 18.6:1 in January this year, Dr Rhodes Boyson, junior education Minister, told the Commons this week.

He said the ratio of pupils per qualified teacher in maintained primary and secondary schools in England improved consistently in each year from 1978 to 1980. Information for 1981 was being collated.

In 1978 the ratio was 19.7:1; in 1979, 19.4:1 and in 1980, 18.9:1.

Mr Mark Carlisle, Education Secretary, denied that the assisted places scheme was a "monumental flop". Replying to Mr Jack Dromand, Labour MP for Easington, he said there was every indication that the scheme was going well.

He said that 220 schools would be providing places from this September with a total of 5,439 places available of which 984 will be at sixth form level. Only 11 schools out of more than 200 invited to join the scheme had declined. Every one of the direct grant schools forced into independence by Labour had joined the scheme.

Mr Carlisle said he shared the "distaste of many" over the way London's new ruling Labour group had removed Sir Ashley Bramall from office as leader of the Inner London Education Authority.

Sir Ashley, leader of ILEA for 10 years, was sacked on Saturday in the wake of Labour's victory in the GLC elections.

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Comment

Who gets the short straw?

It looks increasingly likely that Solihull will have the honour - or the shame - of being the first local authority to sack some of its teachers (page 5). Though Solihull blames the Birmingham award, it was inevitable that sooner or later, somewhere, the delicate process of voluntary redundancy, early retirement, and redeployment, would just not be enough. "Labour Victories" may have delayed the day in some areas. A fresh onslaught from Mr Heseltine could just as easily speed it up.

The question now facing teacher unions and local authorities is how to do it as fairly and efficiently as possible. Though the unions have so far refused to discuss compulsory redundancy - for understandable reasons - it really is time now for them to recognize the unavoidable, and try to work out as good a deal as possible for their members.

What is certain is that however humanely the policy is operated, there are bound to be heart-rending stories of the sort that occur every day in the rest of the British economy. Bright young teachers with growing families will be sacked, while disillusioned, ineffective colleagues with fewer responsibilities survive. Highly experienced teachers in their fifties with little hope of another job will be pushed out, while sole ones teachers in their twenties will remain. If compulsory redundancy is to be fair, it has to be based on equal treatment for all. Paradoxically, a policy that attempts to be fair to all is bound to be unfair to some.

What it cannot be, however much the schools might benefit, is a policy to weed out incompetent teachers. Compulsory redundancy in this context is about losing jobs, not people.

In spite of the unions' passionate statements about new entrants to teaching, there seems little doubt that when the time does come, their instinct will be to stick with existing members, and opt for last in, first out. This is standard practice in other industries. In teaching it may have the advantage of reducing many of the problems of redeployment, but it cannot be carried very far without depriving the schools of a necessary infusion of new blood.

Solihull is planning to sack one deputy head in every secondary school with two deputies, and also some of its oldest primary teachers. The former seems to be based on a suspicion that a



deputy is simply a glorified pen pusher - a kind of grand secretary in charge of the "stationery cupboard" - who can easily be dispensed with. In some schools this may conceivably be true. In others it could knock out one of the main foundation stones. By picking on older teachers, the authority is choosing to sack people, rather than dispense with jobs, by imposing early retirement on unwilling teachers with or without improved pension benefits.

The department of Education and Science is believed to favour an idea under consideration in a number of authorities - redundancy based on curriculum staffing. Jobs that are surplus to the needs of the curriculum would be the first to go. If there were two botany teachers in a large comprehensive with falling rolls, the one with less experience would be sacked. This is fine, tuning, compared with the blunt control of last in, first out. It would certainly benefit the schools, and would have a logical justification: the teachers really would be redundant in the literal sense of the word. However so, it is not hard to imagine all sorts of inequalities, all sorts of tricky judgments between individuals.

Everything you want to know...

Readers who turn to our books pages (pages 37-44) this week will find a cheerful catalogue of delights which indicate that at least one area of quality book publishing is alive and very well. As several of our distinguished reviewers point out, reference books can rival novels for the pleasure and profit they bestow. Amble with Peter Vansittart through the new edition of Bartlett's, browse with Malcolm Bradbury through the minifields charted by the new Macmillan Great Writers Library, pick your way with Peter Gornall's *Dictionary of Imaginary Places*. Everything is in place here, reports, bearing Heaven and Hell.

Our cartographer reports encouraging new finds in the world of mainstream atlases, and our historians report even more encouragingly from the growing field in which history and geography meet. Our linguists, ever the hardest animals to please, find themselves lavishing high praise on humble little pocket dictionaries and handbooks of colloquialisms. Our encyclopaedist reports favourably on a 21-volume monster designed for family use.

Fault is found in predictable places. David Lodge makes the discovery that, in contrast with its promotional literature, the *Oxford American Dictionary* is anything but "saucy", and he lays the blame for its inherent prudishness on the fact that it is designed for the junior end of the American educational market. For American English as she is spoke, he suggests, try the *Collins English Dictionary*, or even Funk and Wagnell.

Our presiding culture vulture has some unkind things to say about two new attempts to chart the development of creative man. If a reference book is to be genuinely useful it simply must be held together with well defined principles of organization.

Readers will also note, alas, that many of these delights don't come cheap. Thirty pounds is a lot to shell out for a book on sports and games. But that would only buy you six comfortable seats at a football match; the book is not such a bad bargain after all.

Open Sesame

The long-awaited consultative document on Mr James Prior's Open Tech has now made its appearance (page 14) from that fount of instant wisdom, the Manpower Services Commission. Not only instant wisdom: the 12-page paper seems to have instant funds as well, for the idea is to launch at the drop of a hat into a £10m initial development programme to produce 12 to 20 "major learning schemes" in the first three to five years.

The target audience is identified as "broadly technician and related levels". The word "broadly" is aptly chosen because the commission has in mind a wide range of jobs, in many of which technician functions merge into those of supervision and junior management. Some of the courses which are needed would be closely linked to particular jobs; others are much more general. The premise is that to increase access to education and training for those who want to raise or redirect their skills, more courses need to be available on an "open" basis - that is, in a manner which avoids as far as possible the rigidities of time, place and institutional organization which now characterize technical education.

The argument for easier access to technical education is strong. But the true community college has a good reason to make up in many places. Many students to which necessity is mother have no other colleges to try to meet in no other way than OT criteria as they can.

The MSC's account of how the OT will work leaves an enormous amount to be desired. All that is crystal clear is that it will be a central course-producing, teaching institution to which necessity is mother will have no other colleges to try to meet in no other way than OT criteria as they can.

It is not clear how or where the material would be used - presumably in the schools training schools or provided by institutions such as the National Extension College.

Much importance is rightly attached to the soundness of the OT's financial base. The MSC's money, the OT will be an influential uncle in the general allocation of funds in this way while the board of education on short commons.

It is easy to see why the authorities rejected the idea of a scaled-down OU, and preferred instead to validate materials produced by a diversity of need and of provision. But in a model, the MSC has also rejected the idea of a scaled-down OU, and preferred instead to validate materials produced by a diversity of need and of provision. But in a model, the MSC has also rejected the idea of a scaled-down OU, and preferred instead to validate materials produced by a diversity of need and of provision.

Coursework assessment is a better way to judge pupils' writing than already used for a quarter of the English language candidates in the Manchester-based Joint Matriculation GCE Board, was one way of ensuring that assessment followed rather than determined the curriculum.

But for teacher assessments to command public credibility exam boards must:

- train teachers to apply and understand standards;
- demonstrate that standards have been applied fairly and accurately.

Carefully moderated teacher assessments were likely to improve the teaching of English. "When teachers are informed about standards and responsible for assessing, they know in complete and sometimes alarming

No comment

These plans are the same for all children starting points are diverse, and their direction, vary, and their destination, more diverse. - from *The Practical Schools Council Working Paper 70*

Platform

A 'national service' for learning could play a part in Britain's future if employers and colleges were ready to be 'conscripted', argues Joe Benjamin

Alternative call-up for the jobless

With talk of national service blowing in the wind ever more strongly, we would do well to examine the proposition carefully and from every possible angle.

So what better way to start than with the words themselves? "National", my dictionary informs me, means "common to the whole nation" — not to sections of it such as the unemployed or those within specific age groupings. "Service", on the other hand, appears to have a dozen or more definitions, the most appropriate for us being "benefit conferred on or exertion made on behalf of someone". National service should not, therefore, in itself give cause for anxiety. Even if we take an objective look at traditionally accepted definitions, we should be able to see positives.

During the years following both world wars, a commonly expressed view was to the effect that "The army made a man of me". In terms of new demands, skills and personal liberation, women made similar progress. What this really meant was that we had left the confines and restrictions of our homes and neighbourhood cultures, were given a unique opportunity to meet people from a wide range of backgrounds and to develop new skills. (Within the context of this article there is no room for cynicism.)

Looking back over the past 30 years or so, it is clear that young and older people have been and still are engaged in a similar, if less structured and quieter (re)evolution: a search for personal identity involving social and educational change; leaving home; squatting or moving into digs of various kinds; sharing this accommodation with people of differing social, educational and political backgrounds; being enthused by new encounters, horizons, jobs, education, work and travel opportunities. And among these people are those the media are pleased to call layabouts and scroungers.

Instead of vilifying them, we would do well to regard their status with a greater degree of understanding. They have much to teach us about life styles, relationships and educational needs. They are certainly "doing their own thing" in a satisfied manner without pressure. In their diverse ways they are making contributions to the community, receiving feedback, amending their processes — even, as they learn, changing direction altogether.

Ironically, society itself can take some credit, however small, for enabling them to follow this path by the power of the role and social identity.

What society does not do is create a social identity for these and other people in any way that makes sense. If, on the one hand, opportunities for further and higher education to those who lack entrance requirements, and on the other offers set package deals to the academically able which then prevent them from devising courses of study relevant to their personal interests and needs, denies them, in fact, real freedom of thought.

In a follow-up study of former students who had taken the Diploma of Higher Education at the School for Independent Study at the North East London Polytechnic, it became clear that entrance requirements need to be looked at afresh. In addition to the normal A level and mature entries, the Council for National Awards approved a third category, under-21 without (even) O levels. This resulted in the acceptance of a 17-year-old who came in with only four CSEs ("and those at poor grades") but who successfully completed his diploma.



programmes on education, and went on to take his degree. He subsequently took his postgraduate certificate of education at university and is now teaching at a north London comprehensive school.

Yet another example of the nonsense surrounding entrance requirements was seen in the story of a student HE, became attracted to the course on estate management and successfully applied for a transfer. During the second term on the latter course it came to light that he lacked the normal A levels deemed necessary for this course. In fact, he had only one O level. However, his work was regarded as satisfactory and he was allowed to continue. The polytechnic subsequently accepted his studies and was working with a major property company.

This study also revealed that there are many people, deprived socially and educationally, who would do well to come on an opportunity to pursue higher education, but who cannot find a course to match their motivation and level of interest. The opportunity offered by the DipHE at NELP is, in fact, an equivalent of a second year, undergraduate level leading to a degree. It has been more than justified by the fact that recruitment is now increasing on the basis of recommendations of former students.

The interests encompassed on the one course are wide and varied, and take in such subjects as underwater technology, the creative arts, the history of pop music, community development, and a solution to the problems of the town. The course is open to all, and sub-normal school leavers, up to and

including an existential account of expanding human potential, battered women, tourism in England, a guide to fish-farming, psychology, theatre, language — and the right to work less!

It needs to be said, too, that group work is an essential requirement of the course and students are expected to participate in agreed neutral projects each term demonstrating the transferability of their skills and the ability to understand relationships in different work situations relevant to the community outside. These projects have included a survey on local parking, the rehabilitation of prisoners, organizing a tenants' association, helping build a city farm, and the problems facing black children.

Meanwhile, various schemes need to be developed to help the unemployed become more questioning and educationists become ever more confused about purpose. The Government and traditional die-hards need to talk about and argue for a return to "some form" of national service.

And why not? We have a national health service, why not a national education service available to all by right? (Americans have the right to higher education written into their constitution and the implementation of this can be seen in state and county community colleges, entry into which is determined only by motivation and academic ability.)

The "conscripted" here, however, should not be of the individual but of the employer, the state, and local authority, provided services and educational institutions, industry and commerce. Access to learning experiences and practice could be provided on the

NEWS

A need to be versatile

Teachers should be trained for versatility during the 1980s, according to Mark Carlisle, the Education Secretary, writing in *The Head Teacher Review*, the journal of the National Association of Head Teachers.

Mr Carlisle said that the government expected a decline in the teaching force of 50,000 between 1978 and 1990. "It will be necessary, he added, to increase the versatility of our teachers."

"The danger is that there could be increasing mismatch between the qualifications and aptitudes of the teachers and the subjects they are required to teach."

"The teacher who can bring adequate level of expertise to a subject, without compromising his main subject, will be a premium in the 1980s."

Mr Carlisle went on: "An increasing redeployment of teachers will be needed in some areas to ensure adequate coverage of subjects in each school within a decreasing number of secondary teachers."

"This will not be easy for teachers, especially where they have a long relationship with a particular subject. Redeployment will never be painless but without it there is an increasingly uneven distribution of specialist teachers, particularly in the large schools."

He said he expected the ratio to be added that the two biggest of the decade were falling of resources. "In these circumstances we have to ensure quality of education for all children, recommitting ourselves to a foundation for further educational developments and improvements."

In another article of the same magazine, Mr Alan Bell, MP, the Labour education spokesman, argued that the effect of cuts had already been to reduce standards and narrow the range of subjects taught.

He attacked the Government's assisted places scheme as "a relic of the Conservative Party's assumption that the best schools are in the state sector" and added: "This strongly held view that the need for governments to control themselves to the maintenance of public education does not lead to private education which now prospers the Labour party."

Grant to fight economic illiteracy

A grant of £50,000 has been awarded to Manchester University by the Department of Education to fight "economic illiteracy" among teenagers.

The grant comes from the Department of Industry, Schools and Common Market funds.

Profiles promised

A teachers' leader has promised to publish profiles of pupils in the coming year, reporting on school progress, attainment and abilities.

Mr Jack Chambers, National Association of Teachers' Union (NATU) spokesman, said that the profiles would be drawn up by the teachers themselves, and would be sent to employers seeking to recruit.

Language barrier

The pictures captioned "Communication classes at Culler school" illustrating the language barrier, were chosen simply as a modern language teaching aid, not in any way intended to be the theme of the article, the picture was shown in full.

GCE examiners hassled by sex and violence in 1979 . . . Bob Doe reports

English as she tends to be writ

Those avid historians of juvenile delinquency, culture and the monumental tower, the English language examiners, have declared 1979 the year of "to be" and "no way", the year of remarkable levels of sex and violence in pupils' scripts and yet another year when the misused apostrophe reigned supreme.

The University of Cambridge Local Examinations Syndicate has just issued its examiners' report on the summer exam of that year. Bad spelling was the most obvious though not necessarily the most serious fault, it says. Punctuation was careless and haphazard with little distinction being drawn between full stops and commas by some candidates.

When asked to write essays about such apparently dull pursuits as "looking after your small brother or sister" or "weekend shopping" there was a rash of kidnappings, fires, accidental deaths, bank robberies, terrorism and murders.

For the title "They cancelled the wedding" many of the answers had their "origins" in teenage magazines where the sparkling blue eyes inevitably brim with tears.

Cancellation was variously attributed to death in World War One, incurable disease, murder, unwanted

pregnancy or the bride fancying the best man.

"The leak" was taken to refer to leaks of information, gas, liquid and radiation. "Uncertainty about spelling led several candidates to extol the virtues of a prize vegetable," say the examiners.

Under the heading "ambiguous constructions", the traditional repository of light relief in examiners' reports, were "a rapid wash in the sink and a bowl of cornflakes and it was time to leave", "she shook her head slightly and put it through the post-box slot" and "hatched cottages, small quaint homes one sees driving through the countryside on a summers day."

The fashionable phrases and words in 1979 were "hassle, no way, no chance, meaningful, great, hectic, ace, magic" and "entertainment-wise." "More sophisticated vogue words not always happily cited in the context" included "motivates, syndromes, pressures, of modern life, peer group and socially unacceptable."

Candidates invented "authenticity, disclusing, in particularly, neglectance" and "debation." People had "sedimentary" jobs and violence was on the "uplake", which is perhaps not surprising in the present "economical" position of Britain.



Female impersonator Kaci Kay appears with friends from Tower Hamlets, London, after she presented awards to those schools in the borough whose pupils avoided road accidents during 1980. The scheme was first introduced by Tower Hamlets Council back in 1969.

CEOs press for change in curriculum

by David Lister

Concerned pressure to change the secondary school curriculum is being brought by the country's chief education officers and the local authorities. Outright lack of confidence in the way children are taught is being expressed by the Society of Education Officers and local authority associations. The SSEO have made an outright attack on the curriculum, telling the Commons select committee on education that it was a "jumble, and a mess."

Mr Dudley Fluke, chief education officer of Manchester who gave evidence recently to the AMA to the select committee, said this week that the SSEO said this week that the curriculum was a "jumble, and a mess."

There is a strong head of steam behind this, he said. These criticisms have never been made so specifically before. It is a strong attack.

Mr Jack Chambers, National Association of Teachers' Union (NATU) spokesman, said that the profiles would be drawn up by the teachers themselves, and would be sent to employers seeking to recruit.

The SSEO propose a "major policy initiative" involving the curriculum, and examinations as well as written exposition. A comprehensive framework for the curriculum is at this stage that the only sources should be provided.

Travel firm faces probe by fraud squad detectives

by Richard Garner

Fraud Squad detectives are investigating the finances of a school travel company which has been officially wound up by the High Court.

The Luton-based firm of Draper Travel Services Ltd was wound up on March 23. Its two subsidiaries, School Quest and Draper School Travel Services, were also put in the hands of the Official Receiver a week later.

The hands of children and scores of schools which had booked trips were disappointed.

Creditors of the company were invited to a meeting by the Official Receiver this week — after which it emerged that at least one authority, Surrey County Council, has asked the Fraud Squad to investigate the firm's finances.

Mr Ricardo Navarro, solicitor for the council representing Cuddington Croft First and Middle School, Chesham, said that the Fraud Squad had been asked to investigate why a cheque was cashed after March 23, when the company should have ceased trading.

A Bedfordshire police spokesman confirmed an investigation was being carried out.

Meanwhile, nearly 30 creditors who attended this week's meeting agreed to approach the courts to ask a liquidator to step in and distribute the firm's assets. In addition, Mr Eamon Murphy, the Official Receiver for the area, announced his office would be investigating £75,000 worth of payments made by Draper Travel Services Ltd between November 1980 and February 1981.

These included: £19,500 paid to Drapers Coaches, a company run by the same family but not connected with Draper Travel Services Ltd; £675 to "partners" £6,192 in wages although the Official Receiver had been informed the company had no employees; £26,025 to Quest Camping

"The inability to spell commonly used words was still a major problem for many candidates." Where, were, was, are, and out, off and of, and too and to were all confused. Sufficiently skilful, illegible and bizzare are awkwardly spelt now days of cause.

Words were incorrectly joined together: "nextime, alot of, just incase, nightime" and improperly put asunder "a go, a way, and fan fare." Words were misheard: "hang-bag, people do their utmost, as gooder a place as any", and the "confonds of home".

"All the characters in this essay are fact and not fiction, in other words it was a phycologists combined with other errors. So was 'large fr costs with their collers up,' and 'a joverly lady with bags of personality.'"

Tenses continued to cause difficulties. "A few started in the present tense, failed to maintain it and became lost in confusion."

One candidate wrote: "I had just began to understand the use of the French subjunctive . . ." but not, the examiners quip, the English perfect.

Colloquialisms in inappropriate contexts and cliché caused examiners some concern at this moment in time. Trains "grind to a halt", bangs and explosions

are always almighty and stomachs inevitably turn, churn or harbour butterflies. "Far between" followed every "few" and the examiners complain of "spoken rather than written language" being used.

"As I said before," "like I said" and "seeing as how" all caused offence.

In one school many pupils produced the same patches of purple prose, presumably learnt or remembered from their reading. Leaves were always tiger-striped by the sun, determination was always pink-faced, spectacles made expressionless marbles out of eyes, things were as brittle as coral and "wind nipped our finger tips with the viciousness of slamming doors."

In another school the majority of candidates used the word "always". Repetitious phrasing, clumsy sentences and contradictions were present in many average and below average answers. One of those cited clearly knew how to back a winner, however, "It was no use putting violence against violence because violence will always win."

Report on Ordinary Level Papers 11001, 2, 3 English language in the Summer 1979 examination. Price 50 pence. Obtainable from the Cambridge Local Exams Syndicate, 17 Harvey Road, Cambridge CB1 2BU.

Fare deal

Pupils over 14 can now ride half-price on inter-city buses for an initial outlay of £1.50. This is the cost of an International Student Identity Card, which the National Union of Students is making available to school students. The cards also entitle holders abroad to discounts at museums, theatres and art galleries and on certain flights. They are available from NUS Marketing, University of London Union, Malet St., London, WC1.

Miss Lynda Carr, the commission's principal education officer, said they received at least one complaint a week during term time on curriculum options alone from parents. The other major type of education complaint was on teacher promotions. This was out of a total of 3,000 complaints to the EOC last year.

Claims of bias against girls to be pursued

by Diane Spencer

The Equal Opportunities Commission is set to launch its first formal investigation of an education authority, a Commons select committee was told this week.

Mr Wilf Knowles, senior principal of the EOC, said he could not yet reveal the name of the authority as the final decision to begin an investigation would not be taken until the next commissioners' meeting in June.

He told the education, science and arts committee, chaired by Mr Christopher Price, MP for Lewisham, that three complaints from three different towns in the authority's area had been received.

They concerned girls being refused access to craft courses and made to do traditional home economics instead.

Under Section 57 of the Sex Discrimination Act, the commission has the power to investigate any organization it suspects of discrimination. If discrimination is found to exist, the commission can serve a non-discrimination notice to say it must cease.

At present the EOC is formally investigating seven organizations including one school and one college: Sidney Stringer School in Coventry and North Gwent College for Further Education. Nearly all the cases including those about the education establishments, are concerned with allegations of discrimination in promotion.

Miss Lynda Carr, the commission's principal education officer, said they received at least one complaint a week during term time on curriculum options alone from parents. The other major type of education complaint was on teacher promotions. This was out of a total of 3,000 complaints to the EOC last year.

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"I'm not pretending this is going to be of benefit to the education service, but I don't think it is going to be that harmful," he said. "I have the backing of my Conservative colleagues on what we are doing."

Monday between the authority and the three main teachers' unions, the NAS/UWT and AMMA. The teachers suggested the savings could be made by enhancing the council's early retirement scheme to take in young

selecting their colleagues for redundancy. Mr Ken Greenhalgh, a committee member from the Solidarity branch of the NUT, said: "If there is any sacking, it is the employer who do the sacking."

Council, the BBC announced last week.

Unions speak

1990

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The Times Educational Supplement



University staff start fight against cuts

by Philip Venning

University lecturers today launch the most vigorous campaign in their history - against Government plans to pick off weak university departments and strip some universities of their research.

Last week, for the first time, all eight trade unions representing workers in universities - from boilermen to professors - combined to write to the University Grants Committee demanding a meeting over proposed cuts.

At their council meeting in Cardiff, the Association of University Teachers will today start a campaign to persuade members of Parliament that universi-

ties cannot cope both with spending cuts and the effects of the drop in overseas student numbers.

They will be debating an executive motion that will reaffirm opposition to redundancy, and seek to persuade universities that they can and should ignore pressure from the UGC to apply financial cuts to individual courses, departments, or activities.

Shutting any faculty or department would entail sacking some university staff with tenure. In preparation for a legal fight over tenure, the AUT has already set up a £100,000 fighting fund. They have also received counsel's

opinion that some individual lecturers might be entitled to compensation of between £30,000 and £80,000.

The Government is planning to cut spending on all higher education by 3½ per cent in 1981-82, rising to 8½ per cent over three years. When the effect of the fall in overseas student numbers is added, this should mean a drop of about 15 per cent in university income. The UGC calculate that this should mean the loss of at least 4,000 lecturers' jobs, plus up to 10,000 among other workers.

But on Monday Dr Rhodes Boyson, the minister in charge of higher educa-

tion, said that the Government would not be relenting. Cuts in spending would, to start with, have to come from a deterioration in the student/teacher ratio, and in a reduction in the number of courses on offer.

● The Government was warned last week that Britain's 30 polytechnics were carrying the major burden of its education cuts.

They had become the Cinderellas of the education service and they now stood no chance of catching up in standards with the universities, warned Dr Tony Pointon, secretary of the association of Polytechnic Teachers.

UGC too powerful, union told

The University Grants Committee, the body which distributes Government money to universities, is now endangering those same universities, the summer conference of the Association of University Teachers was told at Cardiff yesterday.

Mrs Liz Ann Bawden, University College, London, president, said that by its power to administer Government cuts, the committee was now in a position to decide which department or faculty would close and which institution should remain first class or be reduced to second or third class by removal of research facilities.

"The UGC will decide which students will have to change universities in mid-course because the course they chose no longer exists."

The White Paper in March forecast cuts of 3½ per cent next year, 6 per cent the year after rising to 8 per cent by 1983-84. But the loss of revenue occasioned by the Government's policy of charging full fees to overseas students and thus discouraging them from coming here brought the cuts up to 15 per cent, perhaps 18 per cent in London.

"The major impact of these cuts is planned for precisely the years during

which the 18-year-old entry reaches its peak.

"There can be little doubt that unless Government policies are changed qualified students will be unable to find places in universities."

It was a fallacy to think the private sector of the economy made money while the public sector did not, Mrs Bawden said. The universities at present supplied the overwhelming bulk of the fundamental research in science and technology. "If the Government is serious in its commitment to that effort, it must fund the universities' research contribution."



Sussex children suffering from spina blida have been paying visits to the Festalozzi International Children's Village in Last week, the children enjoyed a Nepalese evening of song and dance.

From School to University by C. Pissard, Centre for Labour Economics, LSE Discussion Paper 70

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To celebrate its 1,000th issue, the magazine Look & Learn is organising this major event. Sponsored by Paper-Mate, the pen manufacturer, the competition will be judged in three age groups and cash prizes in each group will be awarded both to winners and to their schools.

A further 10,000 highly Commended prizes will each receive a Paper-Mate Replay pen. Full details and entry form in all of the following issues of Look & Learn: May 9, 16, 23 and 30.

Look-Learn
Price 40p

Parents can claim back music fees

by Sarah Bayliss

Parents in Nottinghamshire are being offered refunds of up to £25 for the musical instrument tuition fees they have paid over the past 18 months. But they can choose to donate their payments.

The refund - a maximum of £9 a term for five terms - is being offered in the light of the recent High Court case which said that Hereford and Worcester County Council could not charge for music tuition during school hours. Nottinghamshire first introduced its termly charge for about 3,000 pupils in November 1979.

One of the last decisions by the outgoing Conservative council was that charging should cease from May 1 and that a reimbursement should be offered to parents.

The new Labour council says it will continue free tuition.

Mr Fred Riddell, the new chairman of education, said this week the previous administration had not earmarked any cash for the refund nor for free tuition in the future; the Labour group now had the task of finding the £93,000 necessary to cover the refunds.

Nottinghamshire recently won the top award by the National Music Council of Great Britain for making the most effort to promote music. The London borough of Croydon and Kent and Powys county councils also received diplomas for their efforts.

Culture lifeline for jobless

The TUC is to be urged by NUPE to look at ways of restructuring education so that the unemployed have more cultural opportunities. Delegates to the conference will be asked to back the move which is coupled with a call to oppose a school loans system.

The loans system would be "to deter children from working and homes from higher education by discouraging mature students from 'discouraging studies', delegates to the conference also will be asked to back the move which is coupled with a call to oppose a school loans system.

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NUPE Conference

Labour told make pledge on meals

by Richard Garner

Labour should pledge to make school meals service in full to all children, NUPE delegates told the National Union of Polytechnic Teachers conference in Bournemouth yesterday.

Delegates voted unanimously on a motion which deplored cuts in the service and prices. These, it said, had deteriorated in the quality of the meals.

Mrs Lil Stevens, NUPE member and a member of the ham school meals service, said "cowardly and bullying" the present Government thought that 300,000 school meals service could be cut out of work or have to be reduced because they only had money and won't go on the "ment list".

The motion also called on the Government to negotiate with local authorities to end the tuck shop service in schools or to bring shops under the school meals staff. Children going to tuck shops were said to be no longer afforded the pleasure of school dinner, delegates were told.

Mr Lino Fusco from Tackles school meals had gone up to £1 and warned: "Children in danger of suffering from malnutrition. I know what children eat and it has much to do with physical well-being and mental health. It should seek to make it a rule that all food served in schools should be of a high standard."

Earlier, Mr John Stiles, secretary of NUPE, said at a conference that Mr Mark Cresswell, Education Secretary, could not claim to have a mandate to carry out the cuts following last week's election results.

"The Tories said they had a mandate to cut the school meals service by £1 million a year," he added. "Where's that mandate now?"



Hearing words from their sponsors: Heathfield comprehensive pupils (l-r) Jon Reynard, Julie Beal, Peter Blease, and Allison Goddard. In the background is the school's mini-bus for which the sponsors provided £850 in exchange for an advertisement.

Rules on sponsorship deals agreed

by Diane Spencer

East Sussex has issued guidelines to schools for accepting commercial sponsorship after a successful deal between one of its schools and a local firm.

Heathfield Comprehensive School near Eastbourne, and Errey's, a furniture and printing company, concluded a three-year deal last September which was approved by the authority.

The firm provides the school with free football and netball vests with three-inch high letters proclaiming: "Errey's of Heathfield" across them.

The firm also sponsors a mini-bus with £850 towards running costs in return for an advertisement.

The guidelines, approved by the education committee in April, rule out sponsorship by firms with principal interests in tobacco or alcohol.

They say sponsorship should be restricted to equipment, services, clothing or prizes which would not otherwise be provided by the county council. The county education officer must approve all schemes, discounts to staff, pupils and parents are not allowed and any cash grants must be handled by a special fund subject to independent audit and not given to an individual such as the head of the school.

Mr Sydney Pritchard, head of Heathfield, is happy with his scheme. "We are open to more offers," he said. "If someone offered to build us a sports complex to cover our swimming pool, we would receive it with great enthusiasm; but I can't see that happening."

Libraries criticized for inadequate service to ethnic minorities

Public libraries in London do not provide enough books for children from ethnic minorities, especially for those who speak English as a second language, says a report published this week by the Polytechnic of North London.

The report says there is an urgent need for books in mother tongues with a simple vocabulary, but with a "mature and relevant content for ethnic minority children living in this country".

There are many attractive picture and story books in most Asian languages available, but librarians have not responded enthusiastically to them, it says.

On the whole, Asian languages are better provided for than some European languages such as Greek or Turkish.

The report was based on a survey of 124 "Saturday schools" for mother tongue teaching run by volunteers at weekends or evenings, interviews with 200 children attending them and visits to some public libraries.

The researchers discovered 330 mother tongue schools in London in 1980, some established for decades others completely new, with an estimated 30,000 pupils attending them learning any of 33 languages.

Unflattering report shelved

The British Library has refused to publish a report it commissioned at a cost of about £14,000 which says librarians are inflexible, unimaginative and more interested in organizing inanimate objects than in understanding and helping people.

The 90-page report by Mr Patricia Coleman, assistant county librarian for Derbyshire.

After a year's survey she concludes that the failings in the public library service are the fault of the librarians and their attitudes: "Nice, quiet gentle people who do not want to be involved in anything strongly controversial."

"The job of the librarian is much less taxing if it simply involves waiting in the library for the well-motivated vociferous middle-class section of the population to come in," she writes.

The British Library says Mrs Coleman exceeded her terms of reference and the result is more a personal polemic than a piece of research.

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Ladybird

David Lister visits a school where controversial teaching methods encourage pupils to come back for more – in the evenings

Where O levels were imposed on the staff

No O levels, no cane, no detentions, pupils and teachers on first name terms and to cap it all, a lesson on swearing.

Sutton Centre School in Nottinghamshire was progressive enough to make Dr Rhodes Boyson's side whisks stand on end.

But the school that was so unpopular with its Tory county council is now so popular with its pupils that 60 per cent of them come back at night for extra lessons.

Four years after the national controversy over the swearing lessons and the all CSE Mode 3 teaching, this pioneering community school has made education something that the local working class mining community gives up their evenings for.

GCE O levels though are back on the syllabus. A directive from Nottinghamshire county council saw to that. But all the other hallmarks that constituted the ethos of the school have remained – adults attending lessons, the block timetabling system, even the lesson on swearing which ironically enough was actually a lesson on why one should not swear.

Tom King, the head of a Nottingham comprehensive and a local man who attended all the public meetings to launch the school, was brought in by Nottinghamshire exactly three years ago to implement the introduction of O levels.

"It was hard," he recalls. "Stuart Wilson (the original head) had pinned his hopes on a new 16-plus exam by 1978. Just after I arrived the district council came in and told department heads we weren't giving our pupils a better education than that available at the other schools with a cane."

"There are still a handful of staff who feel very strongly about not doing O levels. But while O levels exist I feel it would be wrong to put our children at a disadvantage."

Deputy head Bob Mahy, who devoted himself in the early days to writing to local employers explaining that a CSE grade one was equivalent to a top O level, points out that the children who went all through on Mode 3 CSE have now taken A levels.

"The results were pleasing," he says. "We have also had one entry to Oxford and one to Cambridge."

"With the switch back to O levels one can see a set curriculum and exam techniques being taught in the centre now. For example we had an environmental studies syllabus. There's no O level equivalent so we have had to put in a geography O level there."

"It has also affected relationships between pupils and teachers. We did not want people to feel that the CSE was a second rate qualification. Now you get children saying 'I'm only CSE' and I feel we have more problems with attitudes to work."

Mr King points out though that a number of sixth formers have asked him for statements to take to their interviews as they are fed up with being "quizzed and quizzed" on why they have no GCSEs.

The Nottingham directive meant that the O level decision was one of the very few items of school policy not decided democratically by the teaching staff.

Mr King points out, though, that a approach to decisions is the reward for the staff. It is a work load that has to be done. It is a work load that has to be done.



Community education lives up to its name

that might find little favour with union hardliners and could certainly not accommodate any conditions of service contract.

The staff has decided, again democratically – though the issue is the subject of regular heated discussions – that everyone including the head should spend 93 per cent of their time teaching. The national average is about 78 per cent.

Every member of staff has a tutorial group and has to visit parents of their charges at home.

No class has more than 24 pupils, well below the Nottinghamshire average. And to accommodate this, free periods are unknown. Every member of staff has to teach one evening session a week to children and adults, though the school does earn a morning off in lieu.

In addition staff spend all their time with the children including breaks and lunchtimes when they queue up in the cafeteria alongside the pupils.

The HMI report of 1978, which highly praised the school for the quality of application to work by pupils, lack of vandalism and general enthusiasm, did express concern about overwork by the staff. The burden has not been eased and there is no doubt that some staff are getting restless about it, though the commitment to the spirit of the school is such that it is unlikely to change.

Mr King, 46, who has now even lost the chance of playing squash to relax from the pressure of work – he recently lost the sight of one eye when hit by a squash ball while playing with a parent – says he is deeply worried about the amount of work done by the staff.



Head Mr Tom King: 93 per cent of his time is spent teaching

"I have worked in seven schools and we ask more here than in any of them. Perhaps the DES should fund a research project here to see if smaller classes really do work, and give us more staff while they do it."

"It worries me that other things might be slipping. It takes a fortnight to arrange for me to sit down with my three deputies, and some teachers do suffer from strain and stress."

Mr Mahy adds: "We didn't have a staff room for five years and that was a formative influence on the school. The ethos was we were always with the kids."

"There is still no staffroom ethos and that causes problems because the staff don't meet each other as much as they should."

Stewart Wainwright, maths teacher, says: "I don't think the kids are as appreciative as they ought to be considering how much we do." And a colleague adds: "The more home visits I do the less maths I do."

Another teacher says: "It's the never getting away from the kids. You come in at 8.30am and then there's no break. We are permanently on duty."

Conrad Ashton, the head of the maths dept, says the school's interesting block teaching method, which has children with one teacher all morning or afternoon so that they visit each department once a week, is less of a strain on teachers because of the lack of moving about.

"But to do it properly you need to have prepared two activities," he says, "one before and one after the break."

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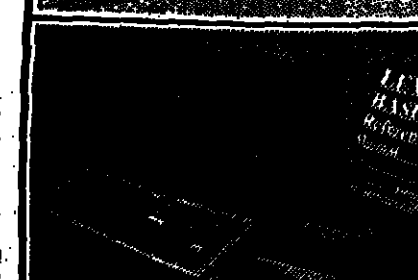
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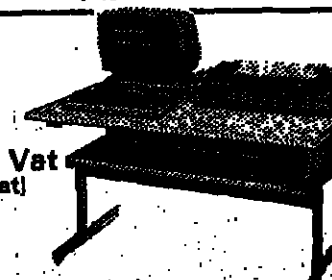


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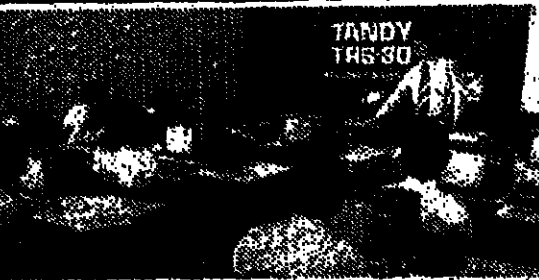
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Sarah Bayliss reports on how education issues influence The pendulum swings back

Education policies had a significant effect on voting in last week's county council elections, according to victorious Labour councillors, parent campaigners and teachers' organizations.

In the ten county councils which the Labour party won outright from the Conservatives, major policy changes such as reducing the price of school meals, restoring capitation values and improving pupil-teacher ratios were among the first to be discussed with officers on Monday morning.

Some more exacting and unpopular decisions, such as the closure or merger of secondary schools, which were cast aside in the build-up to elections, will have to be tackled soon.

In at least two counties a new ruling Labour group has taken action within days of taking office.

In Nottinghamshire Mr Fred Riddell, newly chosen chairman of education, confirmed that Mrs Eileen Crosbie, the nursery teacher sacked by the previous Tory council, would get her job back "as soon as is practically possible".

In Avon, a surprise gain for Labour, Mr Bill Graves, the new leader, told listeners to BBC Radio Bristol on Friday morning that the Resources for Learning and Development Unit would not be shut down in August as the Conservative administration had intended.

"We are absolutely delighted," said Mr Don Foster, a Bristol University lecturer, who led the campaign to save the unit and who himself won an Avon seat for the Liberals. "It was a criminal decision in the first place."

In all the Labour areas where restoration of cuts is an aim, the biggest question is where will the money come from.

Mr Michael Heseltine, the Environment Secretary, sensing the new threat of public expenditure controls, was reported as saying at the weekend that he should not be pushed into taking "more and more draconian measures" against local government.

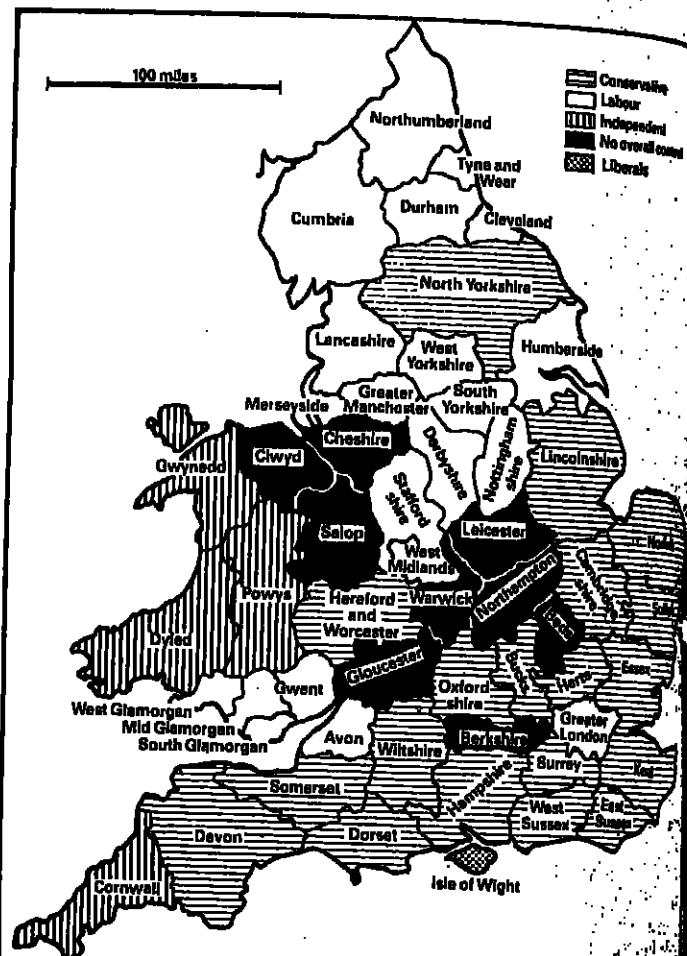
A £1,000 million overspend by local authorities in this financial year has looked likely for some weeks but it was rightly assumed that the minister would take no action until the elections were over.

In some cases he wanted to avoid penalizing Tory overspenders. Now another clawback of rate support grant is expected coupled with a reform of the rating system to give businessmen some relief. Given that more counties are now controlled by the opposition a specific penalty on the overspenders could be on the way.

So far no Labour leaders have been specific about a supplementary rate rise but they are reminding the press that their manifesto warned that policies cost money.

"We spelled out very clearly that our policies had financial implications," said Dr Robert Glendinning, the new education chairman of Avon where Labour has a majority of two over the Tories, Liberals and Independents combined.

In that county, members of the National Union of Teachers went on



The state of the counties today.

Labour Gains

No overall gain

Avon
Cleveland
Cumbria
Derbyshire
Humberside
Lancashire
Northumberland
Nottinghamshire
South Glamorgan
Staffordshire

Bedfordshire
Berkshire
Cheshire
Clwyd
Gloucestershire
Leicestershire
Northamptonshire
Shropshire
Warwickshire
Wiltshire

Liberals gain: Isle of Wight

strike last year over 400 job losses. Dr Glendinning said that one priority now was to establish a proper staffing policy and thereby to get good relations with the teaching force.

He added that a commitment to take rising lives in the autumn, to improve capitation and to bring back swimming into the curriculum had played a significant part with parents. "The people of Avon have voted for a better education service," he said.

Mr Fred Jarvis, general secretary of the National Union of Teachers said after the results were announced: "It is significant that among the areas which have produced quite unexpected changes, the education cuts have been a major issue with substantial action being taken by the NUT and by parents."

In Cumbria, another Labour gain, there were big public demonstrations earlier this year particularly over cuts in adult and nursery education. At the



Mr Bryn Davies, MP, Gwent, left; Mr Ashley Bramall, MP, Gwent, right.

budget-making parents pressed for a higher rate increase than the 5 per cent which was finally levied.

Similarly in Staffordshire, parent campaigns to save village schools were taken to heart by Labour. Mr Cant, MP for Stoke-on-Trent, who maintained his local government Local Government Act last year, has been chosen as chairman of the education committee. He is to chair a meeting to review the state of 20 rural schools and is to chair a meeting to review the state of 20 rural schools and is to chair a meeting to review the state of 20 rural schools.

The result in Lancashire, the most striking, was the Conservatives' loss of 28 seats, which previously had 38 seats and now has 33 seats.

While the Conservatives have lost their control over 19 county councils they have lost overall control in others, including Cheshire, where Labour group has 35 seats and Tories 34.

The Tories were caused by the unusual number of "hung" authorities - 22 where the Liberals have shown their strength, gaining for example 17 seats in Berkshire, 11 seats in Gloucestershire, and 10 seats in Shropshire.

Only where local deals have been struck between the parties will the ACC membership be clear. A reliable source tipped the eventual outcome to be 35 Conservatives and 83 others.

Mr Gervais Walker, chairman of the ACC, lost his position, since the county council was lost to Labour, but he will stand for election at the next county council meeting. Mr John Horrell, chairman of Cambridgeshire's education committee, leader of the management team in the ACC, is tipped to be elected. Mr John Horrell, chairman of the ACC, is tipped to be elected. Mr John Horrell, chairman of the ACC, is tipped to be elected.

voters and Richard Garner hears that a Labour victory means Mrs Crosbie will get her job back

should disappear. In the budget meeting Labour said the 3.5 per cent rise was impractical and should be at least 6 per cent. A supplementary rise is therefore likely.

According to Mr John Hayes, secretary of the National Confederation of Parent-Teacher Associations, the local branch played an active part in opposing cuts.

Mr Ratcliffe commented: "The opposition was so blatantly arrogant it thought the ratepayers of Cheshire would go on voting Tory whatever happened to the services."

The Conservatives have also lost overall control in Leicestershire where the NUT has taken action over cuts and where deterioration in music provision led to a trust fund being set up. And there is no overall control in Northamptonshire where parents may still take legal action over the authority's alleged failure to provide minimum standards of education.

In Wiltshire, where the Conservatives still have a safe majority although they lost 18 seats, some to Liberals, a grammar school campaigner won a seat for the Conservatives. Mr Roger Peach, who is chairman of the Save Salisbury Schools, intends to make sure that the Bishop Wordsworth's boys' grammar and the South Wills girls' grammar are retained in spite of the long-standing county policy in favour of comprehensive reorganization.

"I owe my election to the campaign and I expect it will be a very knotty problem for the new council," said Mr Peach, adding that three other Tories elected in Salisbury had pledged to fight for grammars.

In Somerset, an outspoken, yet moderate, Conservative, Mr Tony Jones-Brown, past chairman of education and a councillor for ten years was unseated by a Liberal.

The most striking change in a Labour education authority is at the lower London Education Authority where Labour backbenchers were ousted by left-wingers within hours of taking the Greater London Council.

Sir Ashley Bramall, leader of the IEA for the past ten years and his deputy Mrs Maie Garfield, were voted out by the new Labour group and replaced by Mr Bryn Davies and Mrs Frances Morrell. Some controversial co-optations have already been made including Mr Stephen Benn, son of Mr Tony Benn. Elections for the sub-committee chairs take place today.

The new leadership intends to cut the price of school meals from 35 to 25 pence and to stop what they regard as covert selection in church schools.

The demise of Sir Ashley and his power base will mean changes at the Association of Metropolitan Authorities where he has been a key figure. It is thought that the six IEA places on the education committee will not be replaced until new names are nominated at the next full IEA meeting on June 2. Sir Ashley's personal positions on the AMA policy committee and on the AMA sub-committee - to which he was nominated by AMA members - are not likely to change until the AMA annual meeting in July.

There was much confusion at the Association of County Councils this week since the 19 Tory-held counties produced only 78 places on the executive committee, where 89 places are needed for a clear majority. Labour leaders plus Liberals from Wales and Cornwall qualified for 61 clear seats.

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Only where local deals have been struck between the parties will the ACC membership be clear. A reliable source tipped the eventual outcome to be 35 Conservatives and 83 others.



Mrs Eileen Crosbie: all set for return

'It's great to feel I'll be going back to work'

Nottinghamshire nursery school teacher Mrs Eileen Crosbie is set for a return to the classroom - after an agonizing 17 months wondering whether she would ever work for her employer again.

Within hours of capturing control of the county council, Nottinghamshire's new ruling Labour group pledged they would back up their election promise to reinstate her as soon as possible.

Mrs Crosbie, 37, said this week: "It's great to feel I'll be going back to work again. I'm absolutely delighted. The Labour group have said they are determined to get me back on the payroll as soon as possible."

She first realized she would get her job back when she was telephoned on Friday morning by the deputy head of her old school in Arnold, near Nottingham. She said how pleased she was that the election result would mean her reinstatement.

"I was in bed at the time," she said. "We hadn't stayed up for the election results because my husband had been working the night before."

Representatives of the National Union of Teachers, Mrs Crosbie's union, were meeting the authority this week to discuss exactly when she would

return to work and where she would teach.

Mr Tony Taylor, the NUT's Nottinghamshire press officer, said: "We obviously welcome the declaration by the leader of the council that she will be reinstated and further welcome the speed with which they are resolving this matter."

"I feel that - although Eileen's reinstatement has come about through the good offices of the Labour party - we wouldn't have been so successful if we hadn't kept this issue in the forefront of public attention so that it was one of the major items in the election campaign."

Mrs Crosbie was suspended from her job in January 1980, for refusing to teach a class she considered oversized and unsafe after losing a helper because of cuts in spending. She was later sacked and an industrial tribunal upheld this decision.

Mr Fred Riddell, the new chairman of the education committee, promised this week that the Labour-controlled council would also restore the staffing ratios in nursery schools. The previous Tory council's decision to extend them from 1:3 to 1:20 had originally led to the dispute.

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David Lister visits a school where controversial teaching methods encourage pupils to come back for more – in the evenings

Where O levels were imposed on the staff

No O levels, no cane, no detentions, pupils and teachers on first name terms and to cap it all, a lesson on swearing.

Sutton Centre School in Nottinghamshire was progressive enough to make Dr Rhodes Boyson's side whiskers stand on end.

But the school that was so unpopular with its Tory county council is now so popular with its pupils that 60 per cent of them come back at night for extra lessons.

Four years after the national controversy over the swearing lessons and the all CSE Mode 3 teaching, this pioneering community school has made education something that the local working class mining community gives up their evenings for.

GCE O levels though are back on the syllabus. A directive from Nottinghamshire county council saw to that. But all the other hallmarks that constituted the ethos of the school have remained – adults attending lessons, the block timetabling system, even the lesson on swearing which ironically enough was actually a lesson on why one should not swear.

Tom King, the head of a Nottingham comprehensive and a local man who attended all the public meetings to launch the school, was brought in by Nottinghamshire exactly three years ago to implement the introduction of O levels.

"It was hard," he recalls. "Stuart Wilson (the original head) had pinned his hopes on a new 16-plus exam by 1978. Just after I arrived the district careers officer came in and told department heads we weren't giving our children a fair chance. You could have cut the atmosphere with a knife."

"There are still a handful of staff who feel very strongly about not doing O levels. But while O levels exist I feel it would be wrong to put our children at a disadvantage."

Deputy head Bob Mahy, who devoted himself in the early days to writing to local employers explaining that a CSE grade one was equivalent to a top O level, points out that the children who went all through Mode 3 CSE have now taken A levels.

"The results were pleasing," he says. "We have also had one entry to Oxford and one to Cambridge."

"With the switch back to O levels one can see a set curriculum and exam techniques being taught in the centre now. For example we had an environmental studies syllabus. There's no O level equivalent so we have had to put in a geography O level there."

"It has also affected relationships between pupils and teachers. We did not want people to feel that the CSE was a second rate qualification. Now you get children saying 'I'm only CSE' and I feel we have more problems with attitudes to work."

Mr King points out though that a number of sixth formers have asked him for statements to take to their interviews as they are fed up with being "quizzed and quizzed" on why they have no GCSEs.

The Nottingham directive meant that the O level decision was one of the very few items of school policy not decided democratically by the teaching staff.

Mr King points out, though, that a approach to decisions is the reward for the abnormally long hours that staff at Sutton have to work. It is a work load



Community education lives up to its name

that might find little favour with union hardliners and could certainly not accommodate any conditions of service contract.

The staff has decided, again democratically – though the issue is the subject of regular heated discussions – that everyone including the head should spend 93 per cent of their time teaching. The national average is about 78 per cent.

Every member of staff has a tutorial group and has to visit parents of their charges at home.

No class has more than 24 pupils, well below the Nottinghamshire average. And to accommodate this, free periods are unknown. Every member of staff has to teach one evening session a week to children and adults, though this at least does earn a morning off in lieu.

In addition staff spend all their time with the children including breaks and lunchtimes when they queue up in the cafeteria alongside the pupils.

The HMI report of 1978, which highly praised the school for the quality of application to work by pupils, lack of vandalism and general enthusiasm, did express concern about overwork by the staff. The burden has not been eased and there is no doubt that some staff are getting restless about it, though the commitment to the spirit of the school is such that it is unlikely to change.

Mr King, 46, who has now even lost the chance of playing squash to relax from the pressure of work – he recently lost the sight of one eye when hit by a squash ball while playing with a parent – says he is deeply worried about the amount of work done by the staff.

"I have worked in seven schools and we ask more here than in any of them. Perhaps the DES should fund a research project here to see if smaller classes really do work, and give us more staff while they do it."

"It worries me that other things might be slipping. It takes a fortnight to arrange for me to sit down with my three deputies, and some teachers do suffer from strain and stress."

Mr Mahy adds: "We didn't have a staff room for five years and that was a formative influence on the school. The ethos was we were always with the kids."

There is still no staffroom ethos and that causes problems because the staff don't meet each other as much as they should."

Stewart Wainwright, maths teacher, says: "I don't think the kids are as appreciative as they ought to be considering how much we do." And a colleague adds: "The more home visits I do the less maths I do."

Another teacher says: "It's the never getting away from the kids. You come in at 8.30am and then there's no break. We are permanently on duty."

Conrad Ashton, the head of the maths dept, says the school's interesting block teaching method, which has children with one teacher all morning or afternoon so that they visit each department once a week, is less of a strain on teachers because of the lack of moving about.

"But to do it properly you need to have prepared two activities," he says, "one before and one after the break."



Head Mr Tom King: 93 per cent of his time is spent teaching

In addition the staff have had to prepare from scratch for the switch back to O level, and at least one department is now preparing for the switch back to total mixed ability teaching, an original essential ingredient of the school, which has slipped slightly in recent years.

Nevertheless the enthusiasm of the staff is unmistakable, as is that of the children, some of whom come in voluntarily three nights a week for evening classes, which like the daytime ones are open to children and adults.

It is the conservative minded Labour voting, local community which has taken most persuading about the school right in the middle of the shopping centre.

"This still has the reputation of a controversial school," says Tom King "because of the easy access."

"There are too many adults in the society who don't like children, and you build a school in the middle of a town with two public rights of way through the centre, they see children drinking coffee and taking when they ought to be working."

But as more adults come into the school, many seeing the evening classes as a "night out", these barriers are gradually being broken down, and the enthusiasm of the staff is spreading.

"There's a conscious relaxed informality," says deputy head Maureen Thomas. "Children actually do look forward to coming to school. They have prepared two activities," he says, "one before and one after the break."

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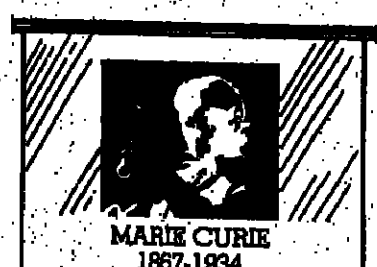
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Rock-climbing training at Sutton Centre

School to work

Open door on ideas as Open Tech plans are unveiled

by Mark Jackson

Every further education college in the country will be able to become part of the Open Tech which the Government is planning to set up.

Consultative proposals issued on behalf of the Government this week invite educational and training interests of all kinds to put forward their ideas for contributing to the new project.

The proposals, drawn up by the Manpower Services Commission and jointly sponsored by the Education Secretary and the Employment Secretary, do not provide for a separate institution like the Open University. Instead, the Open Tech will be a programme for adapting, supplementing, and deploying existing facilities for technician and related training so that they can be used more widely.

It will be aimed at people of all age groups who want to become technicians and those like supervisors who need some technical skills; and by technicians who want to upgrade or switch to a different job. The Open Tech's role will be to help them to use existing courses or to study by other means if that is more practicable.

The Manpower Services Commission wants to set up an Open Tech Unit which will commission educational and training resources from a wide range of sources, including open learning facilities, a combination of facilities such as college tuition, audio visual and broadcast programmes, industry training centres and counselling resources.

It hopes that these "Open Tech Agencies" will get organizations to collaborate in adapting their activities to provide new kinds of courses which can be taken by people unable to use traditional courses.

In addition, the commission wants to build up a network of information

centres where people can find out how to use both existing study facilities and the new ones.

It expects that most of the centres will be in colleges and the Jobcentre network, although, say officials, they are ready to consider using primary schools, to ensure that groups like housewives are in contact with the system.

The plan is to begin with a three to five year development programme, costing between £6 million and £10 million a year, to develop up to 20 major open learning schemes.

At the same time the commission will embark on feasibility and research studies for the development of marketing and information services. The Open University is expected to play a key role in the development programme.

The commission emphasizes that although distance learning will play an important part in the provision, it is only one element in what is proposed: much of the tuition will be provided by conventional means in colleges or in industry. But courses and material will be modified to enable students to study at a distance where necessary, all or part of the time.

Although the development projects will be funded by the commission, so that they do not cost the taxpayer, there is no provision in the proposals for permanent funding or for grants to students to cover tuition costs.

Commission officials say that they would expect a large part of the tuition costs to be paid for in the same way as at present.

Copies of the document with an invitation to comment have been sent to colleges throughout the country, to chief education officers, local authorities, and industrial training organizations.



Lord Gowrie: "where would you get the army of nannies?"

Minister denies plans for forced community service

Compulsory national community service is impracticable as well as being unfair, says Lord Gowrie, the Employment Minister of State responsible for youth matters. He says that the Government recognises this, despite press reports that some ministers favour compulsion.

Lord Gowrie told the British Youth Council conference at the weekend that the Government favoured increasing opportunities for unemployed young people to choose community service under the Youth Opportunities Programme. But he said that to try to compel youngsters would be "quite illiberal". Proposals which were being put forward in some quarters to make all young people serve a year were extremely unfair, said the minister. "People leaving school have as much right to compete in the labour market as anybody else, and to suggest otherwise is grotesque," he said.

To run a national scheme of community service for the whole age group, he added, would be "astronomically expensive". He then asked: "Apart from anything else, where would you get the army of nannies and sergeant majors you would need?"

But Lord Gowrie defended, against outspoken criticisms in the audience, proposals to offer 1,000 unemployed youths a spell of six months of army training. He described it as a "perfectly valid form of vocational training for those who wanted it", although he agreed with the Manpower Services Commission that it was not suitable for the Youth Opportunities Programme. The Government was now considering how it could be run by the Ministry of Defence itself as a separate scheme.

Lord Gowrie, referring to complaints that the YOP allowance had been kept down to an unfair and unrealistic level, pointed out that it was an allowance and not a wage. But he promised that he would fight in the coming round of negotiations with the Treasury for the allowance to maintain its present differential over supplementary benefit for the under 18s.

Lord Gowrie predicted that although 1981 was a specially bad year, and that youth unemployment would rise sharply with this summer's leavers, by 1985 the picture would be far better. It would improve because of factors beyond the control of ministers, because we would have passed through "the horrid irony" of the period when the post World War Two baby bulge has arrived on the labour market before the post World War One bulge has left it.

But his main argument, that youth unemployment was the result largely of worldwide economic factors over which the Government had no control, was strongly challenged by the director of Youthaid, Miss Clair Short. She said that similar arguments had been put forward in the thirties but had vanished when war broke out simply because the Government had mobilised resources to fight the war. What had happened now was that Governments in Britain had now again accepted that high unemployment was tolerable, and were laying the blame either on world conditions or on the young themselves, instead of admitting they were the results of particular policies. "Other industrial countries, despite their difficulties, had not suffered anything like the same fall in employment."

YOP 'success rate' is challenged

Government claims that most leavers get jobs on leaving the Opportunities Programme are challenged by new figures to be announced by the Manpower Services Commission.

The figures show that by the end of this year little more than one-third of those leaving YOP were getting jobs immediately, and that only a tiny proportion of the remainder found work within months.

Until now, ministers, including James Prior, Employment Secretary, have continued to claim that two-thirds of the youngsters get immediately, despite claims by careers service and youth employment groups that their figures were out of date. They had been quoting the survey carried out by the commission last autumn, which showed that 60 per cent of those who entered the programme a year earlier had since obtained work or were on further training courses.

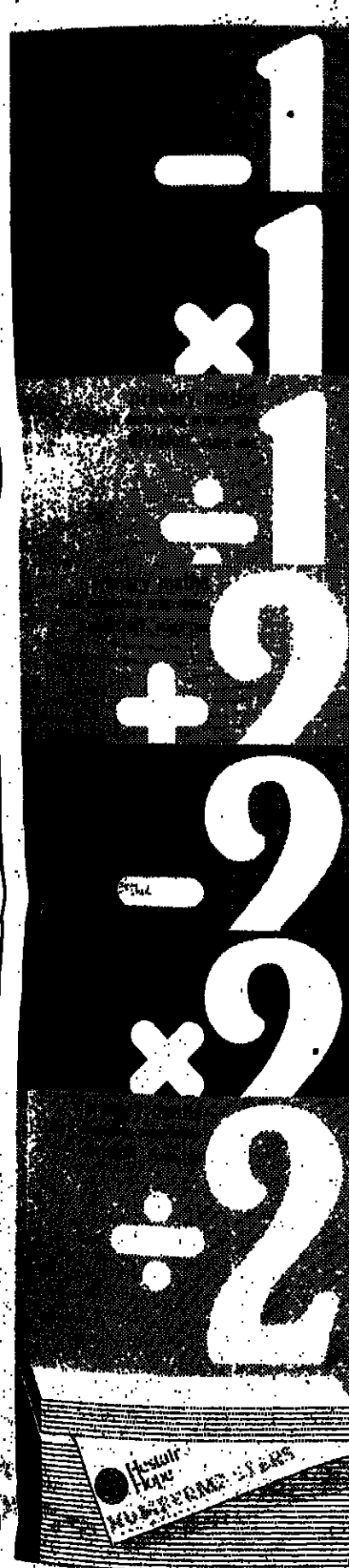
The new figures are based on surveys carried out in January and March of this year. They show that the figure for those securing jobs immediately had fallen to 51 per cent at the beginning of the year and to 41 per cent by March. The 60 per cent figure who had secured jobs immediately leaving the programme was down to 41 per cent in the January survey and to 31 per cent in the March survey.

The latest figures bear out a view of the commission and of other bodies that as youth unemployment rises, the programme is becoming less realistic as a means to ease youngsters into the labour market and needs to be turned into a scheme of vocational preparation and training.

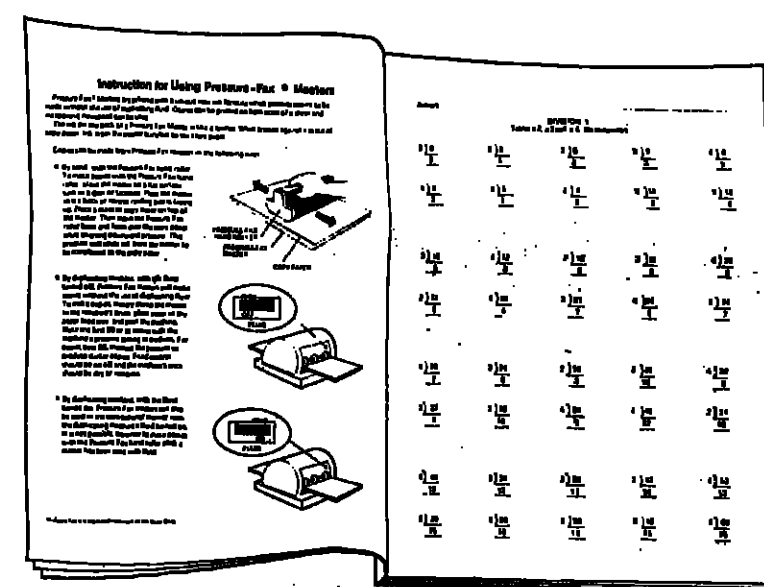
Miss Clair Short, director of Youthaid, said this week: "We have been warning ministers that the figures they have gone on using were misleading. In a speech at the weekend Lord Gowrie, Employment Minister of State, said that the number of those placed in a job or further training from the programme this year was likely to be about a fifth down on the 1979/80 figure of 70 per cent."

Percentage of YOP graduates getting jobs on leaving
Type of YOP
Programme
WE with employers
Project based WE
Training workshops
Notes: (1) WE: work experience
(2) Training workshops and courses take a higher proportion of places than people.

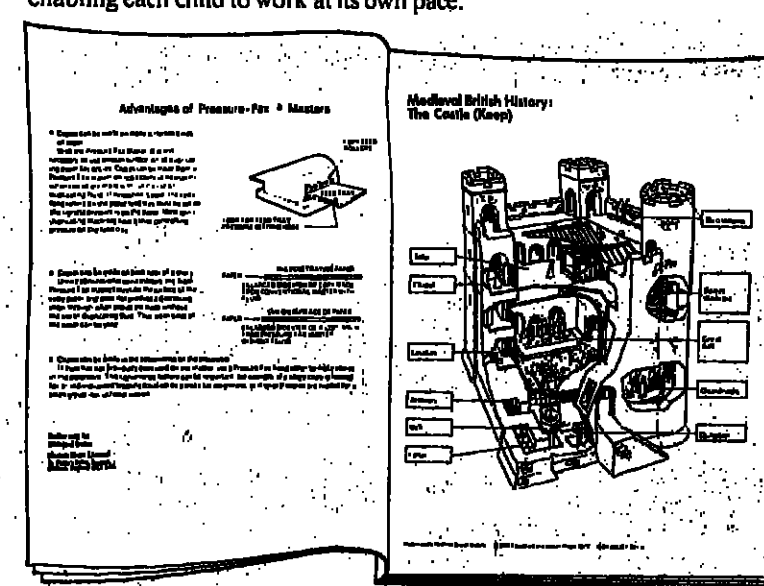
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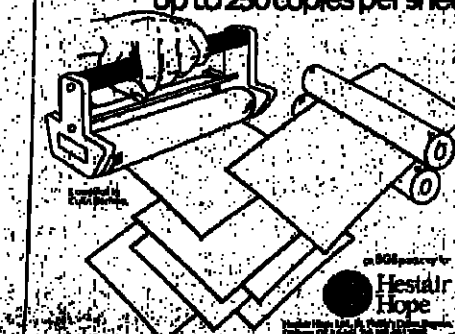
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City and Guilds face snub over new exam

The Government is considering giving the running of the new, revised, vocational education for 17-year-olds to the Technical Education Council and the Business Education Council. It would mean passing over the strong claim of the City and Guilds Institute and could decisively affect the whole character of the new courses.

The new certificate, which is intended to be awarded for work-related courses in schools and colleges, will be validated by a new body which will represent a variety of educational institutions and examining groups, including the two councils and the institute. But the main responsibility for administering the system will go to a "host" organization, which will get the considerable income from examination fees.

The institute, whose foundation courses have pioneered the kind of studies envisaged for the new certificate, is widely regarded as the obvious organization to take on the job. The Further Education Unit, on whose

report the Government proposals are largely based, have argued from the start that the institute should take the leading role in the new validating body. Neither TEC nor BEC run general foundation courses, although TEC is now hurriedly developing them. But they have put in a bid to Mr Carlisle, the Education Secretary, to run the new body jointly, confident that they will be able to secure the co-operation and with it the expertise of the other organizations.

The two councils argue that it would be more proper to entrust the task of administering a national Government-sponsored certificate to them, since they are constitutionally responsible to the Education Secretary, than to an independent and self-governing body like the institute.

Opinion inside the Department of Education and Science, which is expected to announce a decision before the end of the summer, is finely divided.

A strong group within the schools branch are worried that if the institute runs the certificate it will be too narrowly related to the concept of work. The officials who back the institute argue that it has the experience of work-related education and a proven capacity to administer them. But behind the argument is a power over the whole concept of the certificate. The institute is known to favour a profile based on attainment tests as a assessment which could be part of a wider system covering youngsters YOP and on vocational preparation courses in industry. Many of the officials want a terminal examination, with an option enabling candidates to take a course of general studies related to any occupation. That option is feared that this would enable schools to negotiate the whole concept of work-related courses, which are general educational skills by which now they are used in particular occupations.

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features

Can education help to change women's position in society?

Sheila Fletcher looks at some nineteenth-century battles over this issue

A grey and dismal existence

"The obstacles to equal employment opportunities for women are deeply rooted in attitudes in the home and in society", according to the Government's recent paper *The School Curriculum*. It goes on to tell us that schools can do much to diminish these obstacles. But is this merely a pious hope?

The nineteenth-century battle for women's education revolved around similar issues, and demonstrates the complex nature of the link between education and employment. It was, of course, a middle class battle, in which the first significant blow seems to have been struck in 1848, when Frederick Maurice launched Queen's College, Harley Street, to improve the education of governesses.

The thinking, if not the sentiment behind this, was well summed-up by the *Saturday Review*: "Governesses get little because the wares they sell are worthless... If governesses had a better education to impart they would get a better price for it." This largely unexamined premise formed a main plank in the long campaign to raise the education of women. All the pioneers took it up, more or less, their concern sharpened by a growing consciousness of the problem of "surplus" women, of which the over-supply of governesses was a distressing manifestation.

"We go on talking as if it were still true that every woman is, or ought to be, supported by father, brother or husband," wrote Harriet Martineau in 1859. The illusion was eroded as

time went on by census returns, which showed increasing disparity between the numbers of single men and women. However, 20 years after Miss Martineau, another feminist was able to reflect that what she called "the breadwinning necessity" had "done much in favour of education".

It had certainly been much pleaded in that cause. "I urge the higher education of women," said Charles Kingsley in 1869, "[for those] who, for want of due education, are too often unable to compete in the labour market against the better-taught male sex, and are... often beaten down to starvation wages." It was argued in support of the Endowed Schools Bill in that same year that there were many single women who had

to support themselves but could not do so "owing to their defective education".

Henry Winterbotham, the Radical MP, who must be given credit for the Bill's provision for endowment might be withdrawn from boys' schools to establish grammar schools for girls, conjured for the House those "thousands of women... sent adrift every year to struggle for themselves and earn their bread as best they may." Whether expressed in terms of thousands or of the young lady "recently bereaved" whose advertisement for pupils was based, not on training, but simply on the grounds of her recent bereavement, the case was deplorable. And the remedy commonly suggested was education.

To calculate the market value of improved education to women, when they got it, lies well beyond the scope of this article. But the pioneers paid little heed to supply and demand. Did it follow that well-educated governesses would get a better price in an over-stocked market? How much did employers value female education? Clara Collet in the 1890s gives the example of at least one who wanted a lady graduate as governess "regardless of expense", and offered £30 a year.

Indeed, there are signs that the pioneers themselves were uneasy in this area. In the 1880s Maria Grey noted that the education quest was greatly confused by "the division of its feeling as to the value of knowledge. There are many persons who value it only as a weapon used in the struggle for material existence, and women are, theoretically, never required to fight, it may seem superfluous to supply them with arms". Here is a classic Catch 22: the needed education in order to earn money, but parents did not really think they would earn money.

At about the same time Mrs Pawcett observed that the teaching profession was so overcrowded that parents had no financial incentive to educate their girls. "They give their sons a good education because it pays; they do not give their daughters a good education because it does not pay." Her reaction was to by-pass such attitudes, feeling that the object of all education should be "to produce good and cultured men and women".

Education as a good in itself was thus put on the women's banner. It had to be. Not only was it seen as such—precious, in Winterbotham's words, "for the mental wealth, for the dignity of character, for the intense yet pure enjoyment it confers", but the pioneers were bound to reject what one called "the stiff utilitarian test" because it seemed doubtful whether girls would pass it. The aim of education, for boys or girls, Maria Grey decided, was "the awakening and strengthening and adorning the human spirit".

There were many declarations on these lines, usually in tandem with a plea for the necessity for girls to be able to earn a living. Emily Davies went further than most in rejecting utility when she said that Girtton would not aim to enable women to make money. "Though this may be among the ends indirectly attained... it will not

be specifically directed towards changing the occupation of women, but rather towards securing that whatever they undertake shall be done wisely and well".

The "stiff utilitarian test", though, came to be applied before too long. Clara Collet in 1890 analysed the low pay of high school teachers. This had changed a lot since the battle began. There were colleges for women now at Oxford and Cambridge, and they were admitted to other universities. But, as graduates, they started earning at not much over £100 a year, rising eventually to £150. What they had to offer was far superior to the stock-in-trade of the Victorian governess.

Still, it was not something for which parents were willing to pay more than £15 a year in school fees. That was how the market valued education, at least for girls. "A high school education only fits a girl to be a high school teacher—and she could scarcely choose a worse calling," the *Saturday Review* commented sourly, in its epitaph on Miss Buss.

That girls should find more profitable callings, in commerce or industry perhaps, was certainly not part of the *Review's* idea. But it was suggested by Clara Collet, who saw no reason why fathers should not launch them in the family business, as they did their sons.

She was not the first to consider such things. George Hastings, one of the founders of the Social Science Association, urged at its first congress in 1857 that middle class women should be aspiring to managerial positions in industry.

The radical writer, Whately Cooke Taylor, spoke more than once in the association on this theme. He favoured women's colleges. But college training was not everything. There were "industrial and social qualities" which could only be promoted by opening to girls those channels in industry and the professions "through which men rise to wealth and eminence".

More than 40 years later, in 1916, when it seemed possible to survey the battle for women's education as something complete, a young woman, product of the high schools and Somerville, decided that it had not been worthwhile. In her polemic *Towards a New Feminism*, Wilma Melkie wrote that "the Buss-Beale Blunder", as she called it, had side-tracked women "into a grey and dismal existence of self-repression and overwork for salaries that hardly covered expenses".

She, too, urged them from "the swayed professions" towards the world of industry and business. Her reasons, though, were not Clara Collet's. She simply thought that this was where power resided. In her view education was relatively powerless to bring about fundamental change in the position of women in society. It is still not certain she was wrong.

Sheila Fletcher is senior lecturer in history, Hertfordshire College of Higher Education, and author of *Feminists and Bureaucrats (CUP)*.



Dorothea Beale, and Frances Mary Buss: one feminist wrote that they had condemned women to an "existence of self-repression and overwork for salaries that hardly covered expenses".

India has the largest child labour force

in the world. Miriam Ryan reports on their conditions of work

Easily exploitable

In the entrance to the workshop in Agre, the children are waiting for their turn to work. They are small, some as young as 10, and are dressed in simple, worn-out clothes. They are sitting on the floor, some on mats, some on the ground. They are looking at the camera with a mix of curiosity and fear.

Eighty per cent of those living in Agre are from the Modern labouring caste. This handicraft is just one of a range of traditional skills still practised by Modern communities in different parts of India: wool and silk carpet weaving in Kashmir; zari-embroidered saris, purses, belts etc. in Delhi and parts of northern and western India. Many of these handicrafts are for export, and these small scale industries have, according to government statistics, proved to be one of the most resilient and successful sectors of the economy.

What is not generally known is that 80 per cent of the handicraft labour force are between the ages of 5 and 15 years old, working 10 or 12 hours a day, depending on the season, six days a week, and earning two or three rupees a day (15p).

At the entrance to the workshop in Agre, the children are waiting for their turn to work. They are small, some as young as 10, and are dressed in simple, worn-out clothes. They are sitting on the floor, some on mats, some on the ground. They are looking at the camera with a mix of curiosity and fear.

Modern girls experience a similar fate in the zari-embroidery business, hidden away in dilapidated houses, they work nine hours a day, six days a week for the owners, who are usually relatives. Such children don't have much time for childhood. Taneem, a small 11-year-old Modern girl, has already been working for three or four years, and though she says she likes her work, she finds it tiring, and often cannot do anything when she returns home but go to bed.

Better educated and wealthier Indians refer disparagingly to the "fossilized aspirations" of these Modern occupational castes, who scorn the value of education in favour of their children learning the skills of the traditional crafts. The need to eat drives most children to work. Such businesses are family concerns, and too much publicity is embarrassing.

Children represent an easily exploitable workforce, and are a much greater source of profit than adults, though owners argue that the children are well-treated, and that to acquire the highest degrees of sophistication and excellence in the craft, the initiation process must start early. Among the carpet weavers of Kashmir, only the youngest children, whose fingers are the thickest and most supple, can weave the carpets that sell for such enormous sums in western capitals.

Despite the arduous nature of their lives, these children represent the better treated of India's 16.5 million child labourers. India has the largest child labour force in the world, with one in every fifteen children under the age of fifteen working. In a country where 49 per cent

of the population earn less than 2.5 rupees a day, child labour, though occasionally lamented, is accepted as a permanent feature of rural and urban life, and one which seems to be growing rather than abating.

Many of the urban poor are refugees from the growing industrialization and displacement of rural areas. They arrive in the cities of Bombay, Delhi and Calcutta, with no prospects, and in the struggle for survival families are often separated. Small children find work from one odd job to another, sweeping floors, over from restaurants, sweeping floors, and on the pavements and sleeping in doorways. They may be sucked into a begging or prostitution syndicate, working for a gang leader in return for food; they live in a world where the law of the jungle prevails.

Government attempts to legislate for the conditions of child employment are, in industries such as bidi-making (cheap cigarettes), cloth-printing and handloom weaving, forbidden, under the 1933 Labour Act, to employ children under 15 years. Yet in a survey carried out in Mumbai in 1979, 9 per cent of bidiworkers were between the ages of 10 and 14, and many were found to have chronic bronchitis and tuberculosis.

Working conditions are deplorable: children in rural areas piling onto overcrowded buses as early as 5 am to return home at 7 pm with only a short break in the middle of the day to eat a meagre meal of vegetables and dal, and earning 80 rupees a month (6p). In 1979, revealed the working conditions of labourers in match factories.

The victims were being taken from three villages to work in a match factory, when the bus carrying them got stuck in a flooded river and 37 children were drowned. Later enquiries revealed that children amounted to 45 per cent of the workforce with girls outnumbering boys by 3 to 1. Girls, traditionally regarded as weaker than boys, are generally worked harder and treated more harshly by employers.

The Indian weekly news magazine *Sunday* recently focused attention on the problem by an investigation of an obscure area of Madhya Pradesh, where the slate pencil factories and mines are killing whole communities of children and adults. Slate pencils are made from the mined raw shale which is cut with electrically operated saws, a process which emits dense clouds of fine, light dust which the cutters inhale continually. The result is silicosis, a lung disease similar to but much deadlier than TB. The slowness of the process reduces the elasticity of the lungs, causing fibrosis. Eventually the person suffocates along with the dust.

In January 1980, the Madhya Pradesh state assembly passed an amendment making it compulsory for all slate pencil factories to install dust-removing machines. However, there has been no attempt to force implementation, and the state government has continued to promote trade with lend leases, aid and advice to at least one slate pencil cooperative.

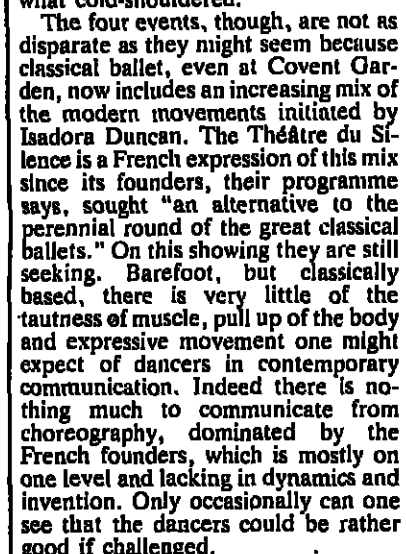
After 30 years of independence India seems to have retained the intolerable slavery of child labour, which has always been a feature of rural and urban life.



Girls, traditionally regarded as inferior to boys, are generally worked harder and treated more harshly by employers.

Theatre of silence

In a week of 50th anniversary celebrations, Kenneth MacMillan's new evening-long *Isadora*, and the first-ever Royal Ballet in-service course for teachers, the Théâtre du Silence at Sadler's Wells Theatre has been somewhat cold-shouldered.



At least this emphasises the choreographic achievement of *Isadora*. What astonishes me, in the outrage which has greeted this work, is that no one seems to recognise the strategic significance of what MacMil-

new synthetic food ("Job Dinner") and hoping for his own. In *The Circus*, the story of a man and a tasteless but highly intelligent and resourceful woman, they are able to use their ability to play executive games on a week's business course.

Conversely, *The Scavengers* (1969) and *The Tree of Wooden Clogs* celebrate a confrontation with life through rather different ways of working. The scavengers are two men making a dangerous living collecting scrap-iron from the battlefields in 1945. *The Tree of Wooden Clogs* goes back to the end of the nineteenth century to focus - on peasant life: four families struggling to make ends meet, to bring up their children to enjoy better moments in the manner of the nobles, to acquire the means to escape, to find their own abilities without a spectacle. In this world there is a proper place for everyone, the old, the young, the simple-minded, all fit within this hard

To criticize Olmi, as some have, for not making his peasants more revolutionary in outlook, is to miss the point. Olmi's exploration of their existence is rather to measure what we have lost – as he does, too, through the romanticism of *During the Summer* (1971) – rather than what they might have gained. The dismal shots of an evicted family, for example, are witnessing to a courage wholly absent in the counterpoint ending of *The Circumstance*.

Olmi speaks very clearly about his work "of the side street" of history, in a recent interview on *The South Bank Show* (which showed him doing a roadwork of location in Tuscany). The programme is being videoed for the ICA throughout this season of the film.



Lingo

My theory of the unconscious pun began to be formed when I was working for a woman's magazine and the fashion editor died. This was a

Lingo

No professional company sets a better example than the Kent Opera, to the countless schools and colleges which do opera themselves. Kent, who have just given Verdi's *Falstaff* at a London sitting at Sadler's Wells, have shown that economic necessity can be the mother of artistic inspiration. Of course everyone who puts on a school play or opera never has enough money for what they would like to do, but I have the feeling that some ideas offered to double Kent's budget, the very last thing they'd spend it on would be dressage. After all, if one were to give a Chinese landscape painter some garish new colours with the hint that they might be used to brighten up the wide open spaces he'd so carefully left on his paper, one wouldn't be surprised to find him busy trying to take advantage of that suggestion.

ture but a complex portrait, rich in half-tones in the evocation of the folly that the mortal flesh is heir to. As played by Thomas Hensley, with his habitual flair for articulation and vocal colouring, it is hard to be sure how far the knight's adventures spring from over-estimation of his amorous prowess, and how far from self irony. But above all this Palant is vulnerable because, so, so lonely that the only consolation he can find is in the arms of Berdolph is via the broom-heat with which he seeks about them.

• When Kent took *Palstaff* to Bath it proved impossible to set up any of the minimal scenery. So the opera was played on a virtually bare stage, the scene in Alice's bedroom revolving around its one essential object; not the four-poster, on which had it been possible to sit, but the bed.

has begun to happen all the producers has to do is pick and choose from the treasure being won by the confuted intention. Miller's originality to show just how this may be achieved, but his results do not lie so very far beyond the reach of anyone ready to study artlessness for the sake of art.

On another night, Kent took us back nearly two centuries to Falstaff's own age. But instead of Windsor the scene was changed to the rural court at Mantua for Monteverdi's *Ballio della regina*, a solemn masque-like morality in which ladies who had spurned their lovers return from Hades to warn of the punishment in store for the hard-hearted. Here dance and elegant lament play so powerful and symbolic a role that the producer and choreo-

There are quite a few books on the market which aim to provide dance enthusiasts with the kind of background information which programme notes all too often fail to give, but this month sees a welcome addition to the field. That redoubtable pair Maryn Clarke and Clement Crisp have succeeded, with *The Ballet Goer's Guide* (Michael Joseph £9.50, 0 7181 2013 2), in bringing together a great deal of fascinating information. They give not

Kent's feeling about music-theatre (a much better word than "opera") in *La Traviata* is the same as his feeling about *La Traviata* and *La Traviata* and *La Traviata*. Jonathan Miller has played a very special part in translating this into reality. Seen through his eyes, *La Traviata* becomes a totally intimate, domestic drama, "the heart of an opera," a prodigious caricature.

ally flung his hat and stick, but the vast laundry basket from which he is pulling people out of the air is hanging very low. In the next scene, the curtain was slowly raised so that when all had been pardoned and forgiven "Windsor Forest" could expand to embrace the whole world, beginning with the back stage chairs and idling stage hands, who were compelled to freeze as the action

With the help of an astrologer-chorist for the Venus (Brian James), Cupid (characteristically sung by Martin Phillips), and a cave-like entrance to Hades, this was effortlessly achieved: the melancholy, central dance was romantic rather than pre-classical in style, but its expressively was perhaps a necessary link between our own sensibility and that of the Mantuan court in 1608.

Impressions of Paris seen through the eyes of the painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvases of its masters, and as it is today, in photographs. The result: an essential cinematic experience.

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Minimizing the scenery, maximizing the people. Most of those on a stage are there any one time have nothing to do except to whoever is at the center of attention. But that, as Miller's *Pal Joey* shows, is not true to life; where it is, it's always a strain to have to listen to it. Others, like Brecht's like folk and children, usually are silent, or simply looking bored, in the background. In some scenes of the revues I've seen, they have been actually asleep on the ground throughout, not just waiting for a cue to help animate the action. Everyone on stage needs to be a part of it, individual and from the moment that

Roger Norrington's baroque orchestration has the measure of the music's character, as it did in John Blow's *Venus and Adonis*, a satirical take of the wastoness rather than the tragedy of life as the rather different courtier Charles II. Here the fun and games lead no less surely to catastrophe. Norman Pratt's staging, modulated skilfully from the sophisticated to the opening series to Venus's great lament for Adonis (superbly sung by Patricia Kweila), an ending as dark and strange as that of *Loves Labour's* *Lost*.

Among this week's contributors:
Peter Ackroyd's latest book is *Elizabethan Earth and Sea*.
Derrick Barlow is lecturer in German literature at Oxford University.
Malcolm Bradbury is, in addition to being a leading novelist, Professor of English and American Studies at the University of Essex.
P. F. Dale is chairman of the technical committee of the British Cartographic Society.
Philip Howard is literary editor of *The Times*.
David Lodge is, in addition to being a leading novelist, Professor of Modern English Literature at Birmingham University.
Corinna Rigby is Presentation Editor, BBC Radio 3.
Bryan Robertson is at present organizing exhibitions of contemporary art for

Old whimp

"This is the way the world is. And, alas, the Old Vic too, in Your Name, produced by it. Theatre days before the bubble indefinitely 'dark', was less than an old, familiar whimp. We'd heard it all before, in trouble. The 'crisis', the hopelessness that is life in our cities and the disaffection of the educated and unemployed to live there have been chronic, often on stage that we can make a mart something needed a new insight—even a new slogan."

Unhappily, *Carve Your Name Here*, instead, it overstated the problem in the parlance of South London. I can't understand us, we nowhere to go, no money, the argot was particularly the were depressingly unwise to."

"Don't you like what you're at? Well, tough." The words of the Orchard Boys, developed evening. The play, developed coast in imperiousness, finally seasons. It was finally said (Michael McMillan) was uncovering such a gobber of life near stage by its angry, committed already. It seemed, fought home among the cynical, losers of the Waterloo Road.

Peggy Heeks on a major new encyclopedia

The Macmillan Family Encyclopedia.
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The TES survey of encyclopedias (25.9.80) showed two, *Everyman's World Book*, nudging against the giants in the field, *Britannica* and *Chambers*. Now we have a third contestant in the middle-market, *The Macmillan Family Encyclopedia*.

To call it a new venture would be understating the case, for this £10 million investment arrives at a time singularly unfavourable, of reduced book funds in public libraries and the end of affluence for domestic budgets. No wonder that Macmillan has set up a section just to market this title. Its first task must be to persuade buyers that they need another encyclopedia of this size; the second, to guide those buyers to the Macmillan product. My business here is rather different — to set out why the Macmillan Family Encyclopedia has to offer those with £195 to spend.

The statistics are easy: 21 volumes, some 9,600 pages, 16,600 illustrations, of which 75% are in colour. Impressive, of course, but the length (11,000 words) is very similar to

that of *Everyman* (8 million) and *World Book Encyclopedia* (10 million), and all are left behind by the 40 million words of Britannica's *Micropaedia* and *Macropaedia*. More important to the reader is finding out what lies behind the figures of the sales handout.

For whom are these nine million words written — the schools, the home, the public library's clientele? Here we reach an early problem for the publisher. To sell sufficient copies, a multi-volume encyclopedia must find a multi-faceted audience. Macmillan aims to dip as low as the 13 year old in secondary school, take in the college student, the pupil officer, worker and the professional, and serve the family's leisure interests. Anticipating needs of the 1980s, over a third of the space is given to scientific and technical subjects.

How to signal such a range? How to resolve the inevitable conflicts in presentation and emphasis? The answer is to find it all, once exhaustive and encouraging? Of all namings that of an encyclopedia is surely the most vexatious, and it is significant that this new work passes as *The Academic American Encyclopedia* in New York and *The Macmillan Family Encyclopedia* in London. But it is the two titles suggest disagreement

the text has its base in compromise, setting out to occupy the middle ground, to strike "a happy balance between the academic and the popular".

Its success can be judged quite easily. Take some subjects on which you know plenty, and some on which you know little. Are the first entries patronising and dull, the second obscure and difficult? My tests show a lucidity and interest of more than common order. The way in which editors serve the varying needs of their readership is remarkable.

This brings us to another requirement placed upon the editors. They have been asked to present an Anglo-American perspective on world knowledge. So, Rockwell Kent, American painter, takes his place beside William Kent, English architect and landscape gardener; Christopher Langdell, influential dean of the Harvard Law School, follows Andrew Lang, sometime student of folklore at the University of St. Andrews. The longer articles attempt not only world coverage, where appropriate, but a transatlantic evenhandedness. Macmillan have the advantage in this respect over rivals, but, even so, the scales come down on the side of American information.

To take a few examples, the entry on education in medicine describes United States practice; Birmingham, Alabama (population 278,000), is given the same space as Birmingham, England (population 1,050,100); the article on citizenship sets out American but not British regulations. The spelling is American, a high proportion of the books listed in bibliographies were first published in the States or present an American viewpoint, even examples quoted in shorter articles are generally American. Specific entry under national headings (eg English education, Brazilian literature, French art) does exist, but treatment by national specialists, though not completely offset - there is American emphasis.

often drains a text of life, but has been carried out in this instance with tact and care.

It is dangerously easy to analyse an encyclopedia's weaknesses and strengths, and yet fail to give an overall impression. For £195 Macmillan offer a well-organised work, with authoritative articles, over a third carrying bibliographies. It is not only up to date in content (even logging the Afghanistan invasion), but modern in layout, with well-set page and well-chosen illustrations. Livelier than *Everyman*, more academic than *World Book*, it has the particular attraction of being a newly produced work, not a revised edition. It may be that you could get basic facts (dates of Cleopatra, political divisions of Africa, definition of interferometer) more cheaply, but this is a browsing book as well as a reference tool.

Start with one entry and you inevitably end by reading half a dozen. Take "a fresh look at the world" proposes the sales brochure. This is the nub. The value of these 21 volumes lies in the change they promise the buyer. Access to this map of the world's knowledge can only be enlarging.

mechanical processes such as refuse disposal. The Shell Book of Country

The Wild Flower Key by Francis Ros (Warne, £5.95) is an identification guide to plants of Britain and North West Europe. Though handbook sized, it is packed full of information with invaluable keys to plants not in flower. Illustrations are in colour and of good quality and include water plants and there are full instructions as to using keys and a good glossary and index. **The War-Torn War Book** by

Nature - An Illustrated Encyclopedia of Man and Nature (Allen and Unwin, £9.95) gives one double page per topic on a variety of subjects, for example The Pedosphere; Biocenosis; Plutonium; Bison. Origins, style, statistics, legislative information are all American. If you know enough of a subject to understand the technical terms, you probably won't need a page of basic information on it. Good or

The first gazetteer of all Country Parks in Britain (nearly 200) describes natural, archaeological, industrial, horticultural features peculiar to each, all personally researched by the author. There are notes on basic facilities, interpretative services, farm and nature trails and opening times with an introductory review of the development of Country Parks. A useful survey of a very mixed bag.

With the passing of the old steam engines, much of the romance has disappeared from modern rail journeys. The Penguin Guide to the Railways of Britain by Edgar Jones (Allen Lane £9.95 and £2.95) evokes something of the much greater sense of adventure which rail travel used to arouse.

technical development and geographical spread of the present railway network. Mr Jones concentrates chiefly on the inter-city routes, but also focuses on local and cross-country lines of particular historical and scenic interest. He looks at station architecture, railway museums and preserved steam railways. In conclusion, he considers the present era of railways, and possibly future developments.

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School meals and catering

A movable feast

Ann Share reviews the school meals service in the eighties

The Education (Provision of Meals) Act 1906 enabled meals to be provided for needy children but the School Meals Service really developed during the last war after which the 1944 Education Act required local authorities to provide, for pupils attending maintained schools, a meal suitable as the main meal of the day.

The price was fixed by the Government as was the income scale for entitlement to free meals. The 1980 Education Act restored to local authorities the freedom to determine the type of meal and charge to be made but made it a statutory obligation (1) for free meals to be available for children from families on Family Income Supplement or Supplementary Benefit and (2) for facilities to be provided for children bringing their own food.

Many head teachers had not allowed sandwiches to be brought and parents wishing their children to have lunch at school had to pay for a meal. This change in law resulted in a fall in the number of school meals served in England from 4,855,000 to 3,335,000, while at the same time the number of sandwiches eaten rose from 951,000 to 1,982,000. The Government was also demanding cuts in the subsidy on school meals from £38m to £190m.

In 75 local authorities the basic meal price rose from the standard 35p charge to between 45p and 50p. Three charged 55p and one 60p. Some decided not to provide meals for payment in primary schools and sent in sandwich packs prepared in secondary school kitchens for free meals children. Other authorities reacted more positively and many tried to win back lost customers by advertising. Warwickshire engaged a publicity firm.

In Shropshire suppliers funded a publicity campaign. Somerset invited parents to visit schools during one week and attracted press

and television coverage. Coventry sent out letters to all parents and issued menu cards showing the daily choices available as did Tameside. Avon did much to meet consumer demands and attracted much local publicity. Similar efforts were made throughout the country.

In most secondary schools, cash/caterers have been established. These offer a good choice of individually priced items. A wide range of home cooked, frozen and convenience foods is available and there is a move away from the traditional two course meal, even in those authorities where the fixed price meal is still served. Individually portioned items are popular.

A typical menu would include soup, beef burgers or hot dogs, sausage, pasties or pies, pizza or quiche, stew or cottage pie, cold meats or cheese and salads, peas, baked beans, fresh vegetables, doughnuts or buns, biscuits, a pastry and sponge type sweet, yogurt or mousse, fresh fruit, cheese and biscuits, filled cobs and sandwiches plus a range of hot and cold drinks including iced milk and Vitamin C enriched fruit juices. Oldham is serving, from several service points, a variety of items in disposable containers including such novelties as thick shakes and potato waffles. They have also been able to improve some dining areas with carpeting and up-to-date furniture. Wiltshire offers daily a "special" at a lower cost than the total of individual items to encourage a higher average spend.

Household helps children to choose wisely by indicating the nutrient value of foods with different coloured stars. Other authorities sell fresh fruit and vegetables at a low price to tempt children to eat these.

In both Ireland and England the general pattern of provision in Primary Schools remains the two course meal. Many, such as

Newcastle-on-Tyne and Walsall still use mainly fresh foods. Others, for example, Lancashire, Wiltshire and Dudley have adopted simplified menus using mainly convenience foods in order to cut down on staffing. Bread or rolls may be substituted for potatoes, frozen or dried vegetables are served, soup and a roll, cheese and biscuits, fresh fruit or ice cream replace some sweets and pastry puddings appear less frequently.

In some areas snack or sandwich meals are offered at a lower price than the two course meal. Essex charges 50p for a standard meal and 40p for an excellent picnic picnic meal. A typical menu for the latter is pork pie, cheese sandwich, celery, iced sponge and milk shake. Bromley will serve only cold snack meals from next term. Tameside serve a standard meal or a "muffin meal" which consists of a filled bagel with chips, a sweet and an orange drink; both cost 35p. There is a wealth of new ideas with many experiments in food service taking place.

The original purpose of school meals was to provide children with nutritious meals and to educate them to eat a good variety of foods. The target of 29 gms protein, 880 calories and 32 gms of fat was set by the DES in 1966. It was feared that greater freedom of choice would result in poorer nutrition and increased consumption of junk foods. Lately there was increasing waste as children tended to reject traditional meals.

Children now eat what they elicit and waste has been reduced to a minimum. Stella Bond, a community dietitian, speaking recently to School Meals Organisers, said that there would be three aims (1) To encourage children to eat a greater variety of foods to ensure a well balanced diet (2) To increase the intake of dietary fibre by

serving more wholemeal bread, fruit and vegetables (3) To decrease consumption of fats and sugar. Professor Bender, Head of the Nutrition Department at Queen Elizabeth College, London, refuting recent criticism of Lancashire School Meals by local Members of Parliament, said that snack meals can meet nutritional targets. With the right approach and careful planning it is possible for children to have nutritionally balanced meals whatever catering system is adopted.

The fall in the meals numbers and changes in catering operations have had a tremendous impact on staff. Authorities have implemented cuts of 10 per cent to 40 per cent on former basic staffing scales in addition to cuts due to lower numbers. Thousands have had to accept redundancy and for those remaining there have been drastic cuts in hours. Catering management and administrative staff have not been immune. A few senior staff up to deputy organizer level have been made redundant and many jobs have been lost through natural wastage.

Few authorities have chosen to invest in modern centralised production units for meals due to high capital costs. Those that have done so entered this decade with the advantages of lower staffing costs and greater flexibility. The catering expertise is concentrated in one large cost effective unit so that only unskilled labour is needed in the smaller end kitchens.

Leeds has a cook freeze production kitchen to produce 30,000 meals a day and Liverpool started to change to this type of operation in 1968 and has nearly 300 kitchens using frozen foods cooked and blast frozen in their own production kitchen. Kirklees and Bradford have opted for the newer cook-chill system by which food is

prepared and blast chilled to +3 deg C so that it can be stored at that temperature up to five days. Both systems enable cooking to be spread over a longer period. Cook-freeze has the advantage of longer storage periods but at a substantially higher fuel cost.

There have been other effects of the changes. Staff have had to be retrained to meet the new demands of the service, to handle cash and to maintain records for improved financial control. The rise in food costs to sales is determined locally and varies from 1:1.5 to 1:3. Computer programmes are being developed to assist in monitoring expenditure so that financial targets are met.

The cost of providing supervision, not only for children taking meals but also for sandwich eaters, is high, as is the cost of meals for duty teachers. This expenditure charged against school meals budgets gives a distorted view of purely catering costs and there is need to review estimate procedures.

Problems have arisen not just from change. There has been much of that in the past as the school catering service has developed. It is the speed of change which has created problems. These have been met with positive action in most authorities. There may be fewer children taking meals because of the influx of sandwich eaters and fewer children in schools due to the fall in the birth rate but the dinner service is a healthy state and will continue to be a more cost effective while at the same time giving a high standard of service and meeting the demands of the consumer.

Ann Share is secretary of the school meals division of the Hotel Catering and Institutional Management Association.

Making a meal of it

Improving Nutrition through Institutional Catering

Conference report by Gillian Thomas

"School dinner-time should be a movable feast", says David Simpson, vice-chairman of the National Association of School Meal Organisers and principal catering officer of the ILBA.

A better service could be provided and savings made in staff and equipment if timetables were adjusted to stagger the number of children eating at one time, he told a conference on "Improving Nutrition through Institutional Catering". It was organized by the Institute of Health Education.

The current trend for self-service, pay-as-you-go meals has brought new approaches to school catering. But, as Mr Simpson pointed out, school dinners are not trail-blazers; they fol-

low fashion and there are several reasons for the changes.

The 1980 Education Act shifted the responsibility for providing school meals from the Government to the local authority. Consequently their price and nutritional content are no longer centrally controlled, but can now be adjusted according to local circumstances.

One of the effects, combined with effect of inflation, has been an overall drop of 25 per cent in the number of children having school dinners. Only 42 per cent of ILBA secondary children now buy them, though at primary level 73 per cent still do so.

As far as dietary standards were concerned, Mr Simpson said he felt

that when an I.C.A. chose to offer a meals service, it had a moral obligation to see that the food was nutritionally sustaining. This should be in accordance with the standards for kilocalories and protein recommended by the DHSS in 1979.

Providing good food at the right price is no mean feat in view of the enormous complexity of a large school meals organization. Mr Simpson explained that more than 200,000 meals a day were provided in 1,000 ILBA schools on an annual budget of £28 million. Only a quarter of this went on the food itself; wages accounted for £17 million.

"Like many authorities, we have introduced the idea of cash caterers,

particularly at secondary level, because of the increasingly small uptake of dinners. It seems the most effective way of competing for the children's custom—and certainly results in the least wastage.

"The fact that a large proportion of primary children still have school dinners suggests that parents still have confidence in what we are providing. However, when the child is old enough to decide for himself whether to have them or not, many parents do not exert any influence; undoubtedly the freedom to choose is an important part of growing up.

"Nevertheless, it should be possible to reconstruct in the cafeteria system the equivalent of a set school meal at the same price. So the aim is to offer a varied, but balanced, menu which looks attractive and does not lead to waste.

"What the children actually choose to spend their money on is of course beyond our control. Few accept the importance of good eating habits and as any parent knows, their attitudes to food can be extremely perverse."

Several trends are particularly disturbing. The majority of children select fried food—and always with chips! Salads, fresh fruit and traditional meals are being eaten in increasingly small quantities. And when the prices are high, many children prefer to save their money for other things and so eat less.

To provide some safeguards, the ILBA's policy is not to offer items which represent "poor value" for money, such as yoghurt, ice-cream and cola drinks.

How to encourage children to improve their diet emerged as a fundamental problem at the Conference. It concerns teachers, caterers and health professionals alike.

Mr Simpson said he wondered why health education was not an obligatory part of every school's curriculum—like spiritual instruction—as it was of such crucial importance to so many aspects of a child's future life.

An encouraging development in this respect is the increasing co-operation between catering departments, health, education and teachers to explain to children the basics of nutrition and the importance of good eating habits.

For example in Hertfordshire a teaching pack for primary schools has been produced, while in Caning Town the community dietitian is carrying out a research project in schools.

However, unless such schemes also involved parents, the conference felt that their effect would be greatly reduced as the food children were given to eat at home strongly influenced what they were likely to choose at school.

"Hospital caterers are faced with the same problem", said Ken Lett, district catering manager for the Manchester Area Health Authority. "Clearly we cannot expect children to eat 'meat and two veg' when they get beefburgers and chips routinely at home, nor fresh fruit or puddings if they are only used to tinned fruit and ice-cream."

"In fact over the past year or two, I have noticed that more and more mothers have complained about the food we give children."

He reported on a recent study of healthy nutrition which took place in hospitals in South Manchester and was clearly of great relevance to school catering.

"I found that a wide variety of choice on the menu did not lead to the majority of patients choosing a healthy diet. A choice of nutritionally-balanced set meals was therefore more likely to encourage good eating habits. Attractive presentation and plenty of vegetables, fruit and wholemeal bread were recommended."

Moreover, as Arthur Wainwright writes extensively on community health matters, told the conference, parents encouraged the approach to eating by their reliance on convenience foods.

Unless children could be convinced that good nutrition was a vital part of their education, there seemed to be little chance of any improvement.

"Perhaps we need to use the media in schools to tell them the effect of the food they eat," he said. "For example, we know that the nutritional state of women prior to conception is as crucial as during pregnancy. So since 50 per cent of women conceive their first baby within the year of leaving school, they need to appreciate that a poor diet can lead to the risk of producing a child handicapped in some way."

He added that in Sweden health authorities provided school meals for all the children, only were they well-balanced, but the children were encouraged to eat much fresh fruit and salad and drink as much milk as they wanted. He believed this was largely why the standard of health there was better than in this country.

From bread and beer to beefburgers

Michael A. Roberts on changes in University catering

When King Henry VI founded King's College in 1443 he concerned himself in one area of the Founder's Statutes with the provision of food and drink for members. The provision was known as Commons and Fellows were served two meals daily, in Hall, and bread and beer were distributed from the Buttery. Until the seventeenth century the College employed a Cook and a Butler to operate the services, then until 1891 the Cook and Butler operated the services as their own enterprise—one of the earliest examples of contract catering!

The records of issues of bread and beer are fascinating. In the Easter Term of 1643 the consumption of beer was 229 casks of 11 pints per day per member of the Foundation—including the choristers. Presumably the beer was of a low alcoholic strength! Universities and Colleges have always regarded communal meals as being the base of communal life second only in past years to compulsory attendance at Chapel. During the last decade there has been a swing away from the provision of full board and lodging with attendance at served meals at fixed times in many types of University Halls and Colleges.

Change has principally been requested by students who do not wish to pay for 21 meals in advance, do not wish to eat the traditional type of food selected for them, soup, meat, two veg, and pudding and do not wish to eat at set times. Other factors which have caused administrators to introduce change have been the greatly increased cost of food, labour and fuel and recent rulings that catering and the supply of accommodation should recover more of their operating costs.

Managers face the difficult task of recovering labour costs and some overhead costs for 52 weeks of the year when their customers are only in residence for 30-36 weeks. What solutions have been found to the challenge of providing acceptable meals for students at prices which they can afford? Solutions have been the following areas:

- Professional Management
- Rationalization of Services
- Revenue from Conferences
- Food and Service required by customers

Professional Management
Catering services in a University should be directed by one manager. In Cambridge that might be difficult with 28 Colleges, but even here we may shortly need to consider whether we can continue to afford to pay total salaries of £150,000 for the administration of our facilities. A central organization works perfectly in the University of Loughborough where the post of Director of Catering and Accommodation Services was recently advertised at a salary in excess of £60,000. That seems a bargain when one considers that many Universities happily pay in all their separate Halls and Refectories the costs of centralisation of administration, accounting, wine and food stores, etc., can be shared between a greater number of customers. Computers are being used to manage their operations.

By 1980 I stood in Ristley Hall in the University of Cornell. It was empty, unused and the kitchen was covered in dust sheets. The university was brought to mind last year when I visited the University of Aberdeen and saw that lift of a large kitchen was closed down. This year students simply do not want three hot meals a day and we do not need lines of boiling pans and steamers to cook the food required. The University

of Birmingham has recently decided to dramatically reduce the floor space provided for catering and use it for academic purposes.

In many cafeterias and coffee bars the floor space provided can only accommodate a small proportion of the potential users. Colleges no longer require a space for every two students. There is much evidence that many traditional dining rooms have disappeared along with their kitchen brigades. Some London colleges have only a few people left with cooking skills as the bulk of products sold are purchased in a pre-cooked form.

The University of Keele blazed the new familiar trail of a frozen meals concept where all food is cooked in a central kitchen, frozen, stored and then reconstituted in periphery kitchens by a limited number of semi-skilled staff. By producing the food themselves as opposed to buying from manufacturers they can control quality, portion size etc., and greatly reduce their labour force of skilled chefs. There are now enormous operations in other Universities, the School Meals Service, local authorities and hospitals. It is likely that new techniques of preservation of food by vacuum packing may reduce the cold storage requirement very considerably which will reflect on the cost of energy and space.

The trend towards better use of floor space and all the ancillary labour costs and overheads will accelerate. There is no reason why students from two or three adjacent Colleges or Halls should not share dining facilities just as they share sports facilities, theatres and other such aspects of communal life.

Revenue from Conferences
The development and growth of the conference market during the last decade has been startling. The British Universities Accommodation Consortium estimates that Universities sell over three million bed nights each year. Traditional conferences, family holidays and bed and breakfast are catered for. The University of Exeter is just the place to break a journey to Devon and The University of Stirling with 1,800 bedrooms to sell is ideally placed for a holiday in Scotland. In many towns Universities and hostellers have joined the Regional Tourist Board to promote conference facilities. Revenue from conferences is crucial if operations are to survive.

Food and Service
The emphasis is on variety and choice: Pizzas and Beefburger Bars in the London School of Economics, Salad Bars and Health Foods everywhere, a greater use of vegetarian dishes as meat prices soar, Chinese, Indian and Dutch themes at the University of York and the Open University and even a fish and chip service on one campus.

The stigma of self service has disappeared although students continue to enjoy guest nights, functions and all special occasions.

Bars have appeared everywhere this last decade and extensive snacks are served in most Colleges.

Profit from liquor sales now makes a significant contribution to catering revenue.

Management of accommodation and catering services will be extremely challenging during the next decade and we must continually remind ourselves that most Universities have no statutory obligations to provide any catering whatsoever. Expenditure cuts may certainly affect community services rather than teaching facilities.

Michael A. Roberts is The Steward, King's College, Cambridge.



Kings College, Cambridge where as with many colleges in the last decade there has been a swing away from attendance at served meals at fixed times.



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The Collins World Atlas (new revised edition). Collins £5.95. 00 447049 4.
The New International Atlas. By Rand McNally. E. P. Publishing £29.50. 528 83111 9.
Phillips' Illustrated Atlas. George Philip and Son £14.95. 540 05371 6.

Atlases come in all shapes and sizes, dedicated to a variety of subjects from military history to wildlife or from fertilisers to wine. They may concentrate on the international scene, on national or regional or even very local issues. Some cater for a specialised market or specialised interests whilst others aim to have a broader appeal. Three recently published atlases fall into the latter category, each being designated a World Atlas but each having its own very individual flavour and appeal.

The least expensive is the Collins World Atlas. The New Revised Edition published at the end of 1980 is the latest version of an atlas which first appeared in 1970. Since then there have been five revisions and two straight reprints, a total of seven which must give some indication of its popularity. The latest revision incorporates only a few amendments since the most major amendments introduced in 1977 — names such as Kampuchea and Zimbabwe now appear — as do major additions to transportation networks. The cartographic style has changed but little over the decade which is not a measure of conservatism but rather of consistency and the success of the earlier designs.

The atlas is almost identical to the Collins Longman secondary school certificate level Atlas Four which contains slightly more information and is cheaper. The World Atlas

is a more substantial work, particularly good value for those looking primarily for a thematic atlas suitable for O level studies or their equivalent.

The New International Atlas from Rand McNally is first and foremost a topographic atlas, the "world scene" thematic maps contributing but a minor part to the overall presentation. Indeed, although the thematic maps contain much interesting information, the colour registration in the review copy is poor and the general impression is that they have

not received the care and attention which has undoubtedly been lavished on the remaining sections of the atlas.

This first appeared in 1969 and was then distributed in the United Kingdom by George Philip and Son. It was the result of a major international cartographic exercise and an investment of several million dollars. A wide range of cartographic expertise was consulted and the maps were then designed and drawn to high cartographic standards though the effects were marred by a certain darkness and harshness of tone in the printing. The problems have now been overcome and the maps are now clear, concise and restful to the eye — indeed, in comparison for example with the Times Atlas of the World, there is a dullness of colour which aids the legibility but might be considered by some as a drabness which the Times, by its more dramatic use of colour and layer tinting manages to avoid.

Unlike many of its rivals the New International Atlas has in spite of a high density of place names — there are over 160,000 entries in the index — maintained legibility throughout. Names appear in the local language form except for countries and features crossing frontiers where the English name is also given. Tables and summaries provide information in English, German, Spanish, French and Portuguese, giving an added international flavour. Unlike the Times atlas where a greater variety of map scales is used to suit areas on a more individual basis, Rand McNally have standardised at one to one, three, six, twelve, twenty four and forty eight million or in the case of sixty major metropolitan areas, at 1:300,000. A number of the maps have appeared in the Concise and New Concise Atlas of the Earth by Mitchell Beazley. There is no doubt that this is now an excellent atlas.

For those who prefer a more substantial work, the Phillips' Illustrated Atlas is a more substantial work, particularly good value for those looking primarily for a thematic atlas suitable for O level studies or their equivalent. The atlas is almost identical to the Collins Longman secondary school certificate level Atlas Four which contains slightly more information and is cheaper. The World Atlas



A still village in the Tonté Sap (Great Lake), Cambodia. From Phillips' Illustrated Atlas of the World.

get the atlas off to a good start. Closer inspection however reveals a number of flaws. The overall treatment of countries is balanced neither in subject nor in depth. For some countries the emphasis is on politics, whilst in others it is economic. There is no consistency. Italy receives more than 56 column inches of text, Iran just over four, an amount which is also given to the politics of the Western Sahara. Nigeria, which has a rich culture and history and an important physical, social, political and economic environment, receives seven column inches of text compared with 36 for South Africa and 54 for Canada.

The relationship between the text and the maps seems purely coincidental. Under Togo, reference is made to the Togo-Atacora mountains and the port of Kpeme, neither of which appear on the map of northern Africa. Similarly the Donbas and Kuzbas basins in the USSR or the Cerro Bolívar in Venezuela are mentioned in the text but do not appear on the maps. The river Shire, mentioned in the history of Malawi, appears on the maps but not in the index of place names and features. The legibility of the names on the maps is spoiled by the mountainous areas by the darkness of the hill shading and layer tinting — one has to struggle to find the Cordillera Occidental on the map of the northern part of South America. It is however in the index, under Occidental, unlike the Cordillera Central which has been omitted. There seems little point in having maps if they don't integrate with the text.

The photographs, one or two of

which appear on almost every page of the main body of the text, are by and large superb and would grace any photographic exhibition. A number suffer from reduction to too small a scale but the quality of printing is excellent. The selection however appears to have been on the basis of that is available that is aesthetically pleasing and not on a basis of developing the text — other than where insets are used. The captions could have been more informative — the photograph on p.40 of "Stockholm, the capital of Sweden, founded in the thirteenth century" isn't actually a picture of Stockholm but rather of its town hall just as the photograph of a castle gateway on p.34 doesn't show the city of Bruges. On p.66 the caption under the photograph of the Forum, Pompeii shows what could have been achieved elsewhere. Captions like "The cork oak's bark provides cork" or above a beautiful but too small print of a photograph of the golden and decorated domes and minarets of a mosque "Qom, Iran. Traditional textile industries are still important" are too bland or a missed opportunity.

The underlying structure and intentions of this atlas are sound and the balance between maps, photographs and text and the general layout and design are good. It is the lack of balance within the text between countries and between topics and the lack of integration between the maps, photographs and text that is disappointing. One's first flush of enthusiasm is not sustained. For the Rand McNally and the Collins Atlas, however, the story is different. Both represent good value for money.

P. F. Dale

Systematic

College Administration: A Handbook. Edited by Ian Watt. National Association of Teachers of Further and Higher Education £16.00. 901390 30 5.

Solid in its silver cover, College Administration: A Handbook is now a familiar tome, proving the truth of the superlative comments ("definitive", "unique", "complete") which blazed its trail.

Besides providing straightforward information on an exhaustive collection of F and HE matters — for the first time in one volume — the book aims "to give guidance, be descriptive, present issues for debate", where possible — and here lies the chief merit of the book — there are full, easily accessible, authoritative answers to an impressive list of administrative, curricular and managerial questions. Where no answer is possible, there is discussion, debate, succinct description of surveys, appraisal; examples of good, shop-floor practice are outlined, and there is useful advice. Statements of NATFHE policy is separately mentioned, never intrusive.

Mindful that, in the absence of any national forum for educational debate, factors determining policy are "sometimes bred in the darkness of governmental process", the writers are ever alert to the fact that education is part of the political process. There is lucid description of the hierarchies and patterns of power, responsibility and opportunity affecting college work, from both inside and out.

The sections on the curriculum, the MSC, staff development and the EEC, in particular, are excellent, presenting fact and comment in an "encompassable consideration" of each subject. There are some lesser BEC and TEC are subjected to the customary cautious appraisal they attract in the educational press, but there is little of note on either in the sections on the possibilities of distance-learning in the BEC sector.

The style is invariably clear, numbered, and the text is laid out with appropriate cross-reference; the index is full and clear, from Wainwright to washing facilities, from BEC to Burs (both "refreshment" and "salary", in that order).

Though the size of the volume precludes long periods of uninterrupted browsing without the use of both hands to hold it open, this is a scintilla of criticism of a book which succeeds in the mighty task of documenting a complex and multifaceted system.

Ruth Cole

extra Français, français

Cassell's Colloquial French. By Michael and Eleanor Leveux. Cassell £2.50. 304 07942 1.
Colloquial French. By R. A. Humphreys. Routledge and Kegan Paul £2.95. 7100 0450 8.
French False Friends. By C. W. E. Kirk-Greene. Routledge and Kegan Paul £7.95. 7100 0741 8.
French Verb Tables. Cassell £1.20. 00 459305 7.
Harrap's New Pocket French and English Dictionary. Harrap £2.95/Pan£1.95.

Initiating someone in the colloquial or informal (as distinct from the slang) mode of a foreign language is necessarily a perilous enterprise. As M. and B. Leveux rightly note in their new, revised version of their earlier *Beyond the Dictionary in French*, "the degree of familiarity or even vulgarity of a given expression depends largely on (a) who is saying it (b) to whom; (c) how; and (d) in what circumstances".

They themselves have put together a most instructive handbook which fulfils their intention of helping a student to acquire some grasp of correct French as currently used. To this end they have, as they write, "included some constructions, some forms, which may displease the purists, but whose gradual absorption into modern French is a matter for simple observation... none the less... we have not included items of unduly careless, erroneous or undesirable usage, and the rare instances of debasing slang or vulgar language are pointed out as such".

The result is an excellent guide which, apart from the main section consisting of definitions and examples of words in current use, comprises some 14 sections devoted to special topics of probably interest to students of French, not masters of the language, who are visiting France, or for any reason, spending some time there. The cross-reference index is ingenious, innovative, which well sounds off a most serviceable volume.

The same cannot be said of R. A. Humphreys' work, which has far too many errors. There is, to begin with, the vexed question of pronunciation. Had it been premised that the equivalent English sounds are at best

approximations, the reader would at least have been alerted; but no such indication is made. The reader is thus led to suppose that, e.g. the "o" sounds in "so", "pole", "load", really reproduce the vowel sounds in "nos", "drôle", "chaud", "chapeau", or that the vowel sound in "art", "farm", "father" is actually the equivalent of that in "dame", "pale", "bas", "tas". That may be so at Stratford-atte-Bowe, but nowhere else.

It is, to say the least, odd to find the pronunciation of the "ng" in French loan words like "sampling", "smoking", etc. given as equivalent to the "gn" in "agneau", "baigneur" etc. And so forth. There are real errors such as "oignon" for which the pronunciation is given as beginning with the sound "Wa". Mistakes in gender occur far too often. "La sable", "la phare", "la passager", "le prison", "le boisson", "la légume", "une ongle", "les bagages (f)", "le dent". These are presumable misprints; even so they are inexcusable in a textbook. There are others.

Unlike the Leveux, Mr Humphreys does not observe the difference between the colloquial and the vulgar. He notes that in speech the particle "ne" is frequently omitted and renders "ne suis pas" as "suis pas", and so on. These may well be locutions found among students, and elsewhere in vulgar parlance; but not in educated, familiar speech. Again, though to say, "le cinéma, où il est?" (instead of "où est-il?") is a vulgarism, Mr Humphreys merely gives it as an example of the fact that "in speech, inversion is often ignored", without specifying in whose speech.

In the "model letters" one finds mistranslations, as e.g., "réglement" rendered "compromise" instead of "settlement". The course itself (lessons 1 to 17) is not substantially different from others of this kind, or any better. In view of the many errors, prospective students should be dissuaded, therefore, from using a work which will serve them so ill in that they are obviously not in a position to perceive its shortcomings.

Kirk-Greene's *French False Friends* is a very good work from which much may be learnt, even by those who fancy themselves past masters of French. The matter is clearly set out, the words that are the false-friends being printed in

bold so that they stand out. There follows in each case a definition with notes on usage, examples where necessary, and, if these ought to be known, idiomatic phrases incorporating the word in question. Finally there is the English word that was the partner in this false friendship with its French equivalent.

Occasionally one misses a word, as, for instance, under "chiffon", where mention might have been made of "chiffonier", "to besmirch, to vex, to rile". Occasionally, also, there seems a slight inaccuracy, as in "attractif" which in the sense of "attractive" is said to be *français*. Robert, however, lists it with this meaning, quoting from Chateaubriand in support. These, however, are but minor blemishes which hardly affect the excellence of a work that should be available for reference wherever French is taught at sixth form level and beyond, for pleasure as for business. Who would not chuckle at learning that "une aubergine" is a female traffic warden?

The remaining works recommend themselves. The *Verb Table* will be welcome by every student as an essential vade mecum now that textbooks no longer set out any verb systematically in a table. It consists of general notes, a table of common irregularities and, mirabile dictu, a glossary explaining the grammatical terms used in discussing verbs. There follow 112 fully conjugated verb models, each, where required, with the idiomatic phrases belonging to it and a list of other verbs similarly conjugated. The index is most helpful, listing over 2,000 common verbs referred to their appropriate models.

Harrap's *New Pocket French/English Dictionary* needs little introduction or commendation, being an abridgement of the *New Shorter French & English Dictionary*. Each section (French and English) is introduced by notes on grammar, including a list of irregular verbs. If one has a reservation, it is that the edition is in paperback and unlikely therefore to stand being frequently consulted; as it is bound to be by those who are fortunate enough to have it. But, as the price is £1.95, it is perhaps churlish to consider this a defect, since only in this way is it within the reach of the very people for whom it is intended, and by whom it is most needed.

Pierre Watter

Zwei Wörterbücher

Collins German Dictionary. Collins-Englisch, Englisch-German. Collins £9.95. 00 433480 9.

The Oxford-Duden Pictorial German-English Dictionary. Oxford University Press £9.50. 19 84135 4.

For its size and price the Collins German Dictionary is a unique achievement. Within its 790 pages nearly a quarter of a million references are set out with admirable clarity in easily legible type. Extensive use is made of indicators and collators, while the numerous illustrations — some 95,000 in all — enable words, particularly basic ones, to be defined as accurately as possible. Moreover, the stylistic level of a word or phrase is clearly indicated, so that the user, being informed of the register, can choose the appropriate word or phrase.

The Oxford-Duden bilingual pictorial dictionary is based on the third edition of the German *Bildwörterbuch*, which forms the third volume of the well known Duden series. In fact, the English text is a direct translation of the original German. Entries are listed, not in alphabetical order, but in 12 main sections covering a wide variety of fields and activities. Comprehensive and clearly drawn diagrams with numbers attached link the entries with the

interfer with the inclusion of everyday vulgar usage: "Forze", "Möse" and "vögeln" are all listed, together with their English equivalents. The dictionary is also very good on neologisms, although "park and ride" was presumably too recent a formation to be included. Since the main purpose of the work is to reflect current usage, archaisms are generally being excluded, although occasional oddities like "stahn" as an obsolete form of "stehen" are listed in the German-English section.

Naturally the Collins German Dictionary does not attempt to supplant more comprehensive works like the *Langenscheidt Encyclopaedic Dictionary*, but for general everyday use it will prove invaluable, especially as it contains a commendably large amount of syntactic information. Its compilers are to be congratulated, not only for their thoroughness, but also for the general style and lay-out of the work.

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The state of world states

The State of the World Atlas. By Michael Kidron and Ronald Segal. Pan £5.95. 330 26334 X.

The State of the World Atlas is really about the state of the states of the world. It is a state of the world atlas, not a world atlas. It is a state of the world atlas, not a world atlas. It is a state of the world atlas, not a world atlas.

The dramatic and colourful layout makes an immediate visual impact, and there is a verbal punch, too, derived from witty captions, which perhaps border on cliché and journalism, but nevertheless certainly bring up the issues: pollution is "fouling the nest"; tax havens "the islands of the blessed"; growth in money supply "money money". Some of these are complex subjects, some are more variables, but they are represented on the same map. The "state of the world" is symbolized by colour and graphic

distortion, where a metamorphosed, geometric world, with a grotesquely overgrown United States, perhaps, or an incredible shrinking Africa, replaced the conventional map. Thus, in the map of world food power, colour denotes surplus or deficit in food trade and size the country's share of world food trade. The countries' geometric shapes bear a rough relationship to their geographical ones.

This kind of analysis could be done by conventional histograms but the graphic method has the advantage of facilitating the location of individual countries and the assessment of their importance in relation to their geographical size. The United Kingdom, for instance, is bigger in the food map than it "should" be, showing a large share of world food trade in proportion to its size, and coloured dark red to show an adverse food trade balance.

The information is all there, but to extract it from the maps, the keys are indispensable, and so sometimes are the extra notes at the back. For the more complex map, the less easy it is to see what you want to know, and in some cases where large areas (very often the USSR and China) are the white of "data unavail-

able" there are not many conclusions to be drawn.

Nor is colour always used completely without confusion; it is difficult to distinguish the very dark red of "Trade Power" from the dark red of "States at war in the 1970s" where the red-stained warring areas creep and seep over the rest of the world, or "The Unemployment Time Bomb". The use of statistics is not always easy to measure, poverty is difficult to measure, and impossible to measure precisely. The use of statistics is not always easy to measure, poverty is difficult to measure, and impossible to measure precisely.

The *Atlas* is compelling and full of beguiling information. But it is difficult to measure, poverty is difficult to measure, and impossible to measure precisely. The use of statistics is not always easy to measure, poverty is difficult to measure, and impossible to measure precisely.

Jessica Savage

extra

Sporting chances

The Macmillan Dictionary of Sport and Games. Compiled by J. A. Cud-don. Macmillan £30. 333 191633 0.

Tag manufacturers and track shoe cobblers no longer just have their name round the stadium. It's even advanced from the player's back to the spine of the books about him. A pleasure, then, when a distinguished publishing house puts on the field a book big enough in all directions to shoulder the rest of the shelf.

Macmillan's Dictionary of Sport and Games is nearly a foot square and three inches thick. If that does not impress the quotations in Greek, Latin and Old English, line abreast on the front page, must be meant too. This is a scholarly edifice that took 10 years to build. A nice change from those bundles of despatches the writer has already been paid for once which come out after every overseas tour with the titles like "Lions Rampant" if we won and "Sackcloth and Ashes" if we lost.

Calling it a dictionary makes it sound a bit dry when, like an encyclopedia, its pages are speckled with those little nuggets of knowledge so unexpected that the browser immediately looks round for somebody to tell them to.

These start early. Once Pindar, Virgil and Beowulf have been bypassed we learn in the preface that once in West Sumatra not winning was the goal to strive for (the origins of the slow bike race?); that for all the Olympic ideal of "not winning but taking part" set down by Baron de Coubertin when he revived the Games in the last century, the original competitors in 8th century BC Greece were "dead keen to win and ready to cheat to do so. Not in-fre-

marred by violent disputes and copious bloodshed."

And in these days of homed amateurs and full time slummers it is incredible to read that some of the athletes in the 1896 Olympics were visitors who just happened to be visiting Athens at the time.

No assessment of a book of this sort can be complete without comparison. Only the Oxford Companion to Sports and Games published in 1975 invites it. But companions are usually human. So is the Oxford that bit more than Macmillan's. Freed from the academic restraint of being a dictionary it can tell about more, giving equal prominence to personalities as to rules and history.

Was it Mick the Miller who won the Gold Cup and the National in the same year? Or Golden Miller? And which was the greyhound and which the horse? Each has a separate entry in the Companion. They are there in Mr Cud-don's book but you have to hunt for them among the columns on greyhound racing and steeplechasing.

On the other hand Melton Mowbray has its own entry (for foxhunting, not pork pies) But Matthews Staley doesn't though he can be found under "association football." This is a dictionary of sport and games, not personalities, Mr Cud-don must be reminding us.

Postgraduate studies at Oxford in medieval and Renaissance literature may have formed the scholar but the native enthusiasm has to be there and Mr Cud-don played for the university at several sports, including cricket, rugby and hockey. One final thing: unless words like "aphetic," "theogony," "agonal," and "orismology" are commonplace to you, then when you consult this dictionary take another with you.

Black beans and frog eyes

The Amateur Naturalist's Handbook. By Vinson Brown. Prentice Hall International £10.35. 12 023739 6. £4.50. 023721 3. A Handbook for Naturalists. Edited by Mark Seaward. Constable £4.95. 1 09 462390 2.

"Often fascinating is their behavior" is the ending to a chapter on plants in the *Amateur Naturalist's Handbook*. There are no concessions to style in this "Classic Now Revised and Expanded"; much of it given over to cumbersome panegyric usually preceding an invitation to kill, catch, asphyxiate, press or skin the article in question.

There are no concessions either to the British readership, from spelling, to the entire range of references in the book, all of which are drawn from North America. A key to the identification of mountain lions, coyotes and bobcats, and a diagram of life in Kentucky forest with a

black bear, basswood and huckleberries are irrelevant to the British countryside and insubstantial as a lesson in American ecology.

If I followed through the advice to amateur naturalists in this book, carrying "a small trowel in a canvas sheath" at my side "ready for digging out roots at any time" I should actually be breaking the law. Unlike the author, I do not consider glass vials of formaldehyde and "killing jars" essential pieces of equipment for a naturalist. Not do I aspire to join the ranks of those "expert naturalists" who have "trained themselves to skin and mount a mouse in five minutes".

The natural world is treated as a kind of vast laboratory by this book - on its own billing: "Make All the Outdoor YOUR Classroom". The teaching is unequivocal: "Look at LYELL'S FACE (Figure 13-1) and you can see that the calm keen mind back of those eyes could not accept an 'inconsistent world'. There is probably truth in this, but should our

approval be invited? The real world is inconsistent, and trying to prove otherwise is dangerous and untrue.

I note thankfully that *A Handbook for Naturalists* omits detailed instructions for cutting up frogs, though mention is made of the frog's revived status in the eyes of the law. (Despite a decreasing population, large quantities are caught for large repetitious experimentation, carried out in ways which would be usable (and illegal) on any number of the *Handbook* concentrates on a view of the organizational and administrative aspects of natural history museums, field centres, nature trails, equipment, the law, societies and institutions. The names, addresses, references and background information will be of use to teachers new to the subject, though Friends of the Earth and Greenpeace are absent from the list, and the picture it gives of enlightened legislation and countryside management is consistently optimistic.

Francesca Grant

Concepts, compounds, chemistries

Dictionary of Chemistry. Edited by John Daintith. Intercontinental Book Productions Ltd., in conjunction with Seymour Press Ltd. £2.25. 85047 936 3.

Learning a subject is largely a matter of mastering its language, so what could be more appropriate than a dictionary? The publishers of the *Key Facts* series of study aids have now produced a *Dictionary of Chemistry* edited by John Daintith. Its 1800 entries include definitions and explanations of principles and con-

cepts, potted chemistries of the common elements and their compounds and descriptions of a selection of organic compounds, listed under their IUPAC names.

The book's claim to suit O level, CSE and A level students is somewhat exaggerated, however. The entries are graded, with basic definitions clearly separated from the more advanced information, but often the form of the so-called lower-level entries would perplex even the most able O level student. For example, the definition of a solution, which begins: "A liquid system of

two or more species that are intimately dispersed within each other at a molecular level". Also, the space is at a premium, it is surprising to find terms like normally, excellent weight, dyne and pound, which students are unlikely to use at all, unless they are using very old textbooks.

While the book will in no way replace a good textbook of its subject, it is a fast, if rather expensive, reference source, of most value to A level students.

Francis New

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Required for September 1981, plus one year's experience. Salary £11,000-£12,000. Applications to the Head Teacher, Mrs. M. J. Jones, Headford Hill Primary School, Headford Hill, Milton Keynes MK14 6JL. Closing date 15.5.81. (0904) 011-80

HERTFORDSHIRE
HUNTER HILL PRIMARY SCHOOL
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ESSEX
LONDON BOROUGH OF SUTTON
SUTTON GREEN INFANT SCHOOL
Head Teacher: Mrs. D. G. Gilman
DEPUTY HEAD - Group 6
Required for September 1981, plus one year's experience. Salary £11,000-£12,000. Applications to the Head Teacher, Mrs. D. G. Gilman, Sutton Green Infants School, Sutton Green, London E16 2PZ. Closing date 15.5.81. (0885) 011-80

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HEADFORD HILL PRIMARY SCHOOL
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